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for Pastors and Teachers.

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Thanksgiving Hymn.

(Thanksgiving Day, November 27th.)



Y God, I thank Thee, who hast made,
The earth so bright.
So full of splendor and of joy,
Beauty and light;
So many glorious things are here
Noble and right.

I thank Thee more that all our joy
Is touched with pain;
That shadows fall on the brightest hours,
That thorns remain;
So that earth's bliss may be our guide
And not our chain.

I thank Thee, Lord, that Thou hast kept
The best in store;
We have enough, yet not too much
To long for more;
A yearning for a deeper peace
Not known before.

I thank, Thee, Lord, that here our souls,
Though amply blest,
Can never find, although they seek,
A perfect rest—
Nor ever shall, until they lean
On Jesus' breast. —Adelaide Proctor.

Difficulties in History-Teaching.

BY AN URSULINE OF BROWN COUNTY, OHIO.
(Read at a Teachers' Meeting.)

DIFFICULTIES are inevitable. So is their discussion. And, in the teaching of history, they are too many to be ignored; so we meet *here*, to meet *them*, and conquer, rather than suffer them to pursue us, from September to June,—a bold, unchallenged banditti.

I.

a. First of all, when our pupils gather around us, in the early days of the year,—the difficulty, briefly stated, is this: how shall we lessen the severe drain made upon the *memory*, before the pupils can even make a beginning in the deeper and truer reading of history? Perfectly sure and steady on certain great landmarks of the past, she has to be, before she can be fitted to enjoy those delightful little journeys of exploration into tempting byways off the main road.

She must plunge into new atmospheres and nationalities; she must become a naturalized citizen of the past; she must familiarize herself with foreign individuals, families, dynasties, peoples; she must fix these new beings, and groups of beings, in both time (chronology), and place (geography); she must compose and live in an entirely new and strange environment; she must dwell in all the teeming ages of human life's activity and experience.

And how shall this be done?

b. I think that the first answer to the query is likewise the first answer to many another question: let the *teacher's enthusiasm* for this work inflame her pupils; let her excite in them a large desire to know the past; let her whet their appetites by as many little incidents as she can. Labor that is loved is easy; and I think that it is *not* difficult to make this labor loved.

This great present in which we live is the all-important thing to us;—this great life, in which we have our allotted parts. But the past has given us the present; and history gives us the past; and no man can know the present save through the past. The young respond quickly to any appeal to the life within them, to human life; and so we can quicken in their young minds love for the past through their very love of their own present. We must remember that we have their hearts and imaginations to appeal to, as well as their intellects. Thus, firing and stimulating them to enthusiasm for historical study, we lessen the first difficulty—the severe demand upon the memory. As for those little enticements alluded to above, they must largely be the invention, the composition of each individual teacher; sometimes it may be the offer of a high per cent. to reward an extra labor; sometimes the teacher's promise to tell an historical anecdote the last three minutes of an hour in which the recitation has been rarely prompt and fluent; or, better still, a reading from one of Shakespeare's historical plays, or some appropriate classic.

b—2. A second means of simplifying memory-work is the association of dates, and the association of facts, as well as the association of ideas. Many such groupings, even the simplest, are not perceived by the pupil, until pointed out by the teacher. The young mind is inclined to isolate what is essentially connected, with something else at hand, as well as indirectly with all. The mind's last evolution, last attainment, is to unify; hence, the teacher cannot expect of the young mind what it is not yet born to; and she must point out to it patiently those connections, and relations, and associations, which, making history solid instead of fragmentary, make it easier to be memorized.

b—3. A third means to render the memory-work more attractive, is to fill out its dry bones with life, by carefully allotted supplementary reading. And here, again, is work for the teacher; for the selection and assignment of this reading are most important.

II.

a. After the bug-bear of memory-drill, perhaps the next great difficulty lies in this: how to form in our pupils' minds a true *synthesis* of history; how to avoid in their crude ideas, the impression of little trickling streams of kings and dynasties, of leaders, "characters" and events; how to give even a faint suggestion of the three dimensions, of the solidity, of a past life, as of the life around us; how to call up a picture of England, for instance—in which little royalties are not isolated from the rest of mankind, and their little consequential doings ticketed as history; but of English life in field and wood and country-side, as well as in village, borough and city; of English life in farm and shop; of the peoples' lives and doings as well as those of the noblemen and kings.

The studying of history has to start somewhere; and it seems natural and consistent to make kings and leaders the hinges to all the rest we want to teach—the framework of the body-politic; but the filling-in,—is it not the most important part? And is it not the "filling-in" that gives substance to the frame-work, and that makes it *live*? And is it not the "filling-in" that is so very difficult? We have our "epochs" and our "periods" neatly divided off and neatly grouped—on *paper*; but how superficial and unsatisfactory are all such measurements! "Our clock," says Carlyle, "our clock strikes when there is a change from hour to hour; but no hammer, in the Horologe of Time, peals through the Universe when there

is a change from Era to Era. Men understand not what is among their hands; as calmness is the characteristic of strength, so the weightiest causes may be most silent."

And yet, in spite of Carlyle, we have to do our little best in tracing those silent causes and cheering our pupils onward, in their young audacity, preparing them, by degrees, and cautiously, to know the *limitations* of their study, without losing love for it, in all its human littleness, or faith, in its many ultimate truths. But we of now-a-days have one great help in the teaching of history, especially in making it vivid and synthetic to our pupils,—I mean through those translations and reprints of original sources of history, which have hitherto lain locked up to all but the linguist and the traveler, but which now, through translation and cheap publication, are in some degree within reach of all.

Suppose we are teaching that important topic, the Crusades. We drill the pupil in the bare narrative of these tremendous movements; then we make our poor little synopsis, in which we trace a few of the multitudinous "causes," and pursue these causes into little chainlets of "effects." Well, the pupil knows at least that there was a faith-impelled enterprise known in history as the Crusades. But now, take that pupil, and read her, for instance, the speech of Urban II. at Clermont, the very words he uttered, translated and reprinted from an old yellow document stored away, I suppose, in the Vatican archives, and from another original document, an account of the "start" of those gallant and ungallant men—all classes—to the Holy Land, and surely, her imagination will be kindled; and the scene will burst into form and color, the dry bones will clothe themselves with flesh and live. Then, suppose the teacher follow this up, by reading some letters written by absent Crusaders to their wives at home, how many and many a realistic touch these familiar letters will give, not only of foreign sights and scenes but likewise of that human nature, in which the whole world is kin.

To recapitulate, I think many of the difficulties of history-teaching can be sufficiently vanquished by: first, *enthusiasm*, a magnetic current from teacher to pupil; second, by special pointing out of associations of dates and facts; third, by carefully allotted supplementary reading; fourth, by special attention to making history a large, living whole, a synthesis to the pupil, and, as a means to this effect, using all the translations and reprints of original documents that, with all energy and enterprise, we can lay our hands upon.

Bookkeeping and Office Methods.

J. R. SHOEMAKER.

How many of our business course graduates actually leave the school to go and take hold of the accounts of a firm, and are entrusted with the responsibility of keeping them? I am sure you will agree with me that there is not one out of five—perhaps not one out of ten—that does. I have had some opportunity to observe what is expected of them, and in making such observations I have noticed that there is no particular lack or shortage in their knowledge of bookkeeping; in fact, their knowledge of bookkeeping is sufficiently profound, scientific and finished, after what the average commercial course teaches them. I have no doubt if they were asked to journalize a transaction, that very many or all of them would be able to do it. If they were asked to write up a cash book, or sales book, or an invoice book, or to do the posting into the ledger, I have no doubt but they would do it; but this kind of work in its entirety very seldom fall to them to do. If the pupil be placed direct from the school into the position of a bookkeeper, he will find that the knowledge of bookkeeping may help him to *adapt* himself to the work at hand, rather than direct it ingeniously. The study then of bookkeeping, as I look at it, is a means to an end. It should at least

assist the person to understand his predecessor's work, if not to devise new ways and means; while a knowledge of office customs will prepare him to grasp the hundred and one details that fall to the bookkeeper to supervise and his assistants to perform. Such knowledge will materially assist him to better further the best interests of a business than his knowledge of bookkeeping. We teach too much bookkeeping and not enough of the auxiliary branches that make the finished and valuable office man.

Personality or Method?

"CAROLA MILANIS," O. S. D.

"THE teacher is the soul of the school." This being undeniably true, what can be expected of the body, when the soul is dull and lifeless, without enthusiasm or activity? Let the method pursued be, in all mechanical particulars, the perfection of advanced requirements, but let the teacher have a low, monotonous voice, a slow, deadly quiet manner of moving, a slow, unvaryingly deliberate manner of speaking, a dull, unchanging expression of countenance, is it not evident that no method, however good, however carefully pursued, will redeem, or can redeem that school from stupefying listlessness, from deplorable stagnation, from a mere machine-like activity? The absence of sympathetic interest in the pupil's individuality, and in the school's composite character, creates a sluggishness and indifference which means death to all real progress.

Then, there is the other extreme: the methods of "the new education" (Col. Parkerism in perfection), may be in full sway in a school, but let the teacher be bustling in her movements, short and sharp in her speech, severe and repellent in her facial expression, fidgety, fussy and meddlesome in her supervision of work and study—it is evident that, though the very spirit of Col. Parker were to pervade every rule and regulation, as well as every recitation, yet that school will suffer from a feverish uncertainty in effort and from a dire confusion of ideas. "As the method is, so is the school," will not hold good; but "as the teacher is, so is the school," that assertion is, as experience proves, infallibly true.

Method must be subordinate to the teacher, and the born teacher must be independent of method. The "born teacher," advisedly, for, like the poet, the true teacher is born, not made. All the normal schools on the face of the globe cannot make a teacher of him or her who has not the God-given qualifications naturally or by acquisition. The true teacher, realizing the superiority of his vocation to mere accessories, however admirable or desirable, knows there is no permanent "method," no "the method," flawless and ever successful. Methods originate in the philosophy of peculiar conditions, or are the outgrowth of emergencies; they must be adjusted to the necessity of the hour, and must be governed by the laws of good sense.

Whatever the value of a method, intellectual or ethical, the real power of the teacher is in himself. Let the teacher attend first to his own personality, character, negotiating spirit, and mental attainments, having these well in hand, he may make successful use of the methods approved by others and may invent better ones of his own.

In those weary, by-gone days of poverty and struggle, of crowded school rooms, and of only one teacher for many grades, our parochial teachers either knew nothing of "methods," or were not so circumstanced as to be able to use them, yet, considering the difficulties, many of them were wonderfully successful. Why? Because personal power and magnetism, personal nobility and greatness in the teacher, will always induce the pupil to undertake to accomplish the task, however irksome, that such a teacher points out as precious and desirable in its results.

Catechism for Country Children.

REV. J. J. HANLEY, MASONVILLE, IA.

(Continued from October issue.)

IN the science of religion, as in every other science, pupils must progress from what they know to what they wish to know. The knowledge and thorough assimilation of the first lesson of catechism, make the learning of the second easy, and the understanding and memorizing of the first two lessons render the acquisition of the third a light labor that is ever attended with much interior gratification and delight. A mere parrot-like repetition of the words of the catechism, is always useless and very often seriously injurious. Children labor hard to attain this seeming knowledge, and in the course of time become disgusted at finding themselves possessed of so little real knowledge. They are thus led to believe that religion is a subject beyond their ken—that their carnal minds are incapable of retaining or understanding the revelations of their Creator, and so they become dejected and disheartened in their work. In this connection, it is well for catechetical instructors to remember the German adage: "*Eile mit welle*," make haste slowly.

The recitation and explanation of lessons takes place in church, as I have already pointed out, but the real personal work of each child in preparing the forthcoming lesson, must be done in the home. How, then, can children be induced to put forth their best efforts in this primary work of preparation? The most ordinary means are the authority of their parents, the approving smile and nod of their pastor, the giving of merit cards, pictures, weekly or semi-monthly youth's periodicals or Catholic papers to those children who distinguish themselves by their regular attendance or by their intelligence. The highest and holiest and best motive to place before the minds of children as an incentive to exertion is the approbation of their Heavenly Father. God commands them to know Him, in order that, during their sojourn here on earth, they may love and serve Him—as they learn in the very first lesson of their catechism. They can comply with this divine mandate only by applying their young minds to the contemplation of God as He makes Himself known to them through nature and Revelation. Study, therefore, is a necessity, a good work that our reason commands and our conscience approves. To know God is our first and greatest duty. To comply with this sacred duty ensures us the favor and friendship of Heaven. To neglect it makes us guilty of open rebellion against our Creator and of a most heinous ingratitude towards the Preserver of our being.

Children induced to study from a sense of duty always make rapid and substantial progress. A spirit of emulation is fomented by praise and presents—a spirit of obedience to the voice of conscience is established by appeals to duty. Both are productive of beneficent results and should be carefully intermingled. The age at which children can be induced to attend regularly religious instruction in the parish church in about seven years. Younger children often come, and when they do, they should be welcomed, but their attendance should not be insisted on.

The two great epochs of the Christian training period in the lives of children, are the day of their first Holy Communion, and the day on which the Holy Ghost descends upon them in the Sacrament of Confirmation. The most extraordinary efforts must be made to prepare children thoroughly for their first Holy Communion. Children are then, usually, well disposed to arouse and exert all their latent energies that they may ornament and enrich the house of their soul for the worthy reception of its Lord and Redeemer. Parents, too, are always anxious that the day of days—the First Communion day of their children—should be anticipated with much pleasure and passed with the greatest spiritual profit. Children and parents will, therefore, respond to

the zeal and piety of their pastor in a special manner during the immediate preparation of the First Holy Communion class. Of this good disposition advantage must be taken, and it should be made as fruitful as possible. Care should be taken to stimulate, as early as possible, in the hearts of the children a longing for this auspicious day. The day should be known and announced far in advance, so that the enthusiasm of the children may be fully aroused and ample time given to profit by it.

The next great day in the Christian educational life of each child is the day on which, at the hands of the successor of the Apostles, he receives the Holy Ghost in the Sacrament of Confirmation. Those, only, who have made their First Communion should be eligible to the Confirmation class, and the remote preparation for this holy sacrament should begin as soon as the octave of the day of First Communion has been completed. When Confirmation is given regularly, the time between it and First Communion is short; therefore, it should be used to the best advantage. This will be done most successfully by having a reading circle society in conjunction with the regular class. Good books are a powerful factor in broadening and enriching the minds of the young. Too much attention cannot be given by the pastor to the work of supplying the youth of his parish with pleasant and substantial mental pabulum. Their eagerness to know their religion, and thus be able to give an intelligent and sufficient reason for the faith that is in them, will be intensified by the perusal of a sound Catholic literature. The final effort to fit themselves for the reception of the great Sacrament of Confirmation marks the climax of the Christian educational period of the country boy or girl. The desire to do credit to their parish, their parents and themselves, in the examination that precedes Confirmation, gives a strong impetus to their studies. The presence of the bishop, also, is an incentive to exertion and diligent application. This laudable ambition to appear to advantage in the eyes of their ecclesiastical superiors should be encouraged, and it will prove vastly beneficial in the amount and quality of the work done to perfect themselves in all Christian knowledge. The ardor to become intelligent soldiers in the army of the Lord will stimulate them to fill the storehouse of their young minds with all the materials necessary for ultimate success in the warfare of life. The virtues, too, that should ornament the soul in order to make it a worthy habitation for the author and source of all sanctity, impel the young aspirants to foster and foment in their souls those lofty sentiments of faith, hope and love, that are so essential to the spiritual development of the true Christian. They are thus taught to practice in their daily lives the noble ideals that have been inculcated during the whole course of their early training, and to become "in spirit and truth" followers of Christ and soldiers of the cross. After Confirmation they should be enrolled in sodalities and associations that encourage monthly Communion, so that the regular and frequent reception of the sacraments of Penance and the Blessed Eucharist may become a fixed habit in their young lives.

So far I have spoken of the work to be done by parents or pastor. I know, however, that a competent lay catechetical instructor may be found in almost every country congregation, who is willing to assist the priest. If the children are numerous, and many different grades necessary, such a teacher is very useful. Young ladies, able and anxious, predominate in the country; and the wise pastor will choose for his assistant one who is earnest and devoted to whatever she undertakes, one who has much natural sympathy for children, and one who has the art of government well developed—such a one is a boom in any parish and a signal blessing to her pastor. May Divine Providence multiply their number.

In parishes not attended by a resident pastor, the lay teacher is a necessity. This teacher or teachers, if more

than one of these is necessary, should assemble the children in the church on Sundays about 10 o'clock A. M. There, all arts of the well-disciplined teacher should be exerted to interest and instruct the children in the ordinary catechism. The work thus done in the absence of the pastor should be reviewed by him whenever he says Mass in the church. Teachers and pupils will thereby recognize that their labors are watched, and their work appreciated. Powerful and pointed warnings should be given to parents in the regular Sunday sermon "not to neglect their own—especially those of their household"—to give their children time and encouragement to study their catechism, to see that they go to catechetical instructions every Sunday, and while there that they may show themselves attentive to their lessons and obedient to their teachers. The priest should use the greatest care and circumspection in choosing teachers, and when his choice is made, and the good work is in progress, he should never tolerate the carpings or complaints of either parents or children. The assumption always is that the teacher is doing the best possible under the circumstances, and parents and pupils should be made to understand that the teacher expects, indeed, a reward, but not one measured by dollars and dimes. She sacrifices her time and exerts her talents for the greater glory of God and the temporal and eternal welfare of her fellow-human beings. Seeming grievances are, therefore, only blessings in disguise. "Order, Heaven's first law," must be maintained, and will prove most beneficial in the end, to those who chafed most at its restrictions in the beginning.

Now a word to conclude this short dissertation on a subject of vital importance to Church and State. Early Christian training is an imperative necessity for the welfare of the individual and of society; therefore, the priest who preaches elaborate Sunday sermons does well, but the priest who, quietly and patiently and successfully teaches catechism does better. The priest who collects vast sums of money and with it builds fine churches and spacious parochial mansions does well, but the priest who lays broad and deep foundations of a spiritual edifice in the minds and hearts of children, does better. The priest who exhausts his energies in promoting particular devotions among his people does well, but the priest who inculcates and firmly establishes in the minds of children the absolute necessity of Faith, Hope and Charity, does better. The priest who has a laudable ambition to crown his declining years with a golden mitre, does well, but the priest who has the truly apostolic ambition to prepare all the children who come under his care to earn for themselves an imperishable crown in the Kingdom of God, does better.

In a word, the essentials in religion must be securely imbedded in the youth of the land if the Catholic Church is to live and prosper in the future. The knowledge and practice of our holy faith must be firmly established in the children of the Church if they are to live Christian lives and die saintly deaths. Religion, pure and undefiled, must be the animating principle of youth, if virtue and merit are to crown old age. The fear of God and the practice of His commandments must characterize the lives of the young, if they would produce branches that will blossom into a life of bliss beyond the tomb. The morning of life must presage the noon-day radiance and the evening splendor.

*How about the letter-writing? Can your pupils write in correct form an interesting and friendly letter? a letter of application? a business letter? an official letter? informal and formal notes? Do they know the proper kind of paper to use for each of these, how to fold the letter, and how to write the superscription so as to give it a neat, business-like appearance? What is more important to the child's future advancement than the ability to write a good letter in good form,—the most useful, as it ought to be the most artistic, kind of composition; yet no other part of his education is so neglected in the grammar grades as letter-writing.

Memories of a Primary School.

SISTER M. CLARISSA, VALLEY FALLS, R. I.

MEMORY'S walls are adorned with no more beautiful pictures than those hung there by love, in childhood's days. Here is one scene of which I never tire: It represents a primary grade of happy little ones, presided over by a white-souled nun. Its very atmosphere breathes sanctity and peace. Let me tell you all that it recalls to me,—this wonderful, bright vision that has shed its halo over many a dark hour of temptation and trial.

How well I remember the first school day! Mother's good-bye kiss at the door and her parting words: "My little girl must do all that sister tells her." Then the first sight of the gentle religious who was to be for that year, my very own, and who was called "our sister"—many a day before we could say "Sister Alexandrine."

Looking back I now see that in this young sister were combined the childlike simplicity of the saints, with those rare intellectual gifts that sometimes adorn a noble character.

Many blessings rest upon all who realize that the firmest, sweetest characters, the most cultured women, are needed a thousand times more in primary grades than in higher ones. Lay the foundation well, and the house will build itself.

What were we taught that year? Many things that others successfully developed later; three, that still stand alone, as the special fruits of the seeds then sown. We acquired a deep and tender reverence for religion and all that relates to it; a real love for nature; a thirst for beautiful poetry, and admiration for all that is pure, unselfish and noble, as portrayed therein.

I think this young teacher had great devotion to our guardian angels. I am quite sure she talked with them very often. We learned to salute, deep down in our hearts, the angels of those around us. We were taught to adore, in spirit, all the Sacred Hosts a priest ever held, from the day of his first Mass until the moment we met him. Could we then pass by with an indifferent nod, as children sometimes do? We loved the sudden silence that came upon us as we passed the church, while our hearts flew through the closed door to love's captive, in His tiny prison house.

We bent our little heads at the holy name and knew of its wonderful power in Heaven and on earth.

Before we could read the prayers at Mass, we knew the colors of the vestments and why they were worn. We saw the little ones at Christ's knee, we heard His tender invitation and we joined them. We were told the sublime story of Calvary in the very simplest words, and we loved it.

How proud we were when allowed to assist with the plants that adorned our room! One day a new blossom appeared. Sister showed it to us, and said: "This little flower would not have come out only that you watered and cared for the plant; you see you are God's little helpers." Little and poor, indeed, some of us are, but the words were treasured, for "the thoughts of youth are long, long thoughts."

On Friday afternoons we always had some simple poem read to us. I particularly remember Alice Cary's "Order for a Picture." Sister Alexandrine had a clear and very sympathetic voice. It was easy to close our eyes and make pictures of what she read. We saw the cornfields, "a little brown," the children, like roses at the windows. We heard the cry of the poor little bird, whose nest had been cruelly robbed; we saw the golden head that, perhaps, "carried sunshine into the sea." We pictured the boys' fond mother—so very like our own,—and we felt the pain of her grieved heart when the shadow of sin darkened the scene. How we hated a lie that day! These are a few of the pleasant memories that cluster round one school.

May all our primary teachers study to prepare soul and mind for their great work, that when called to their reward they may leave behind them a memory whose violet perfume will sweeten many lives.

Points on Discipline.

WITHOUT the quiet which characterizes good discipline, efficient instruction is impossible. Without the quiet which inclines the pupil to think and protects him in his effort, the school is a failure. We do not mean a grave-yard quiet. We mean control. Over-government is a form of tyranny and is indisputable evidence of a weak teacher. Excessive discipline tends to reaction when the restraint is removed. Too much authority robs the pupil of that independent growth which develops self-control. The child is more than a machine; he is a sensitive, sensible, impulsive organism.

It is as much a teacher's duty to discipline pupils as it is to teach them arithmetic and geography. A firm, uniform, corrective discipline is the most valuable form of instruction. The noisy, boisterous pupil should be trained to be quiet and temperate. The indolent pupil should be led by easy and exacting means to see himself as others see him. This the tactful and persevering teacher can do by requiring him to exhibit himself during every recitation. He should be given only such help as will help him to help himself. Instruction should accustom the indolent pupil to diligence, for by diligence alone can he hope to develop the powers slumbering within him.

Artificial restraint, the restraint of lawful authority, is a valuable means in training the will. The commands of those in authority must be obeyed or the penalties attached to the disregard of them enforced. The first stage in the growth of a good character is the formation of the habit of obedience. At best it is a compromise and encourages in the young a feeling of disrespect for authority. It is the teacher's duty to require, to compel if necessary, immediate and unmodified obedience. The pupil must obey without protest or hesitancy; if he does not, the penalty attached to disobedience should be inflicted.

As every conscious physical act requires more or less attention, it is evident that a pupil should stand still or sit still during a recitation. A pupil cannot play with a pocket-knife without withdrawing somewhat of his attention from the subject of the lesson. The teacher that does not become alarmed at seeing a number of inattentive pupils in the class, is ignorant of the fundamental laws of mental development and indifferent in regard to the pupil's opportunity. A quiet school room invites study. The mind likes quiet and likes to work. The only way to keep order is to check the first signs of disorder. Refer to the very first indication of disorder in a voice and manner that carry meaning to the pupil or class. The emphasis of voice and action that accompanies purpose is ever present in the work of the successful teacher.—*Ex.*

"God is merciful," we tell the child in catechism; but a few references to Bible History will unfold the truth to his gaze; Mary Magdalen, St. Peter, the thief on the cross, the whole history of the Jewish people, are so many moving pictures, passing before the child's imagination and showing forth the truth which, in the abstract, would make little or no impression on the young mind.

* * *

"The theoretical knowledge of Catholic truth will not save us; on the contrary, it will only increase our responsibility at the last accounting; our knowledge must be practical, we must shape our conduct in the mould of Catholic doctrine, we must make it the rule of our daily life. Only in this way 'we shall know the truth and the truth shall make us free.'"*—Rev. John J. Nash.*

The Teaching Orders.

HISTORICAL SKETCH SERIES.

Sisters of Charity of Nazareth.

VERY often, to the contemplative, subjective soul, there comes a pause in the whirl of life when we ask ourselves why this toil, this strife, this effort so often fruitless. Our puny blows leave such little impress on this great world about us; in a year, a decade, a century, our very names will have disappeared. Such is the annihilation when we work for earthly ends with earthly means.

But when we "build the more state mansions, O my soul! as the swift seasons roll"; when we build not of bricks but of character; not of matter, but of mind, the obliterating wave is stayed in its progress, and the work endures.

Thus, when we consider the work accomplished by these grand educational institutions throughout our land, that build not for time but for eternity, we cease to ask the listless question, "Cui bono?" and by a higher transposition render it, "There is good here." This work has not been ineffectual. Not unto the present generation alone, but through the white channel of souls far out beyond the lives yet unborn, the pure, strong influence of a good Christian education finds its way. It is one of these strongholds of our faith of which I write. As the eye of many fall on these pages, memory flies back along the narrowing lane of years, and sees again the well-known spot near Bardstown, Ky., where stands the old, well-founded school, the house bearing with its name the aroma of sanctity—Nazareth.

Long, long ago, while yet the world was young, a scoffer said, "Can any good come out of Nazareth?" Yet from that despised hamlet came the Light of the World. "He came unto His own, and His own received Him not. But as many as received Him, to them He gave power to be made the sons of God."

It was one of these sons of God, the saintly Bishop Flaget, who founded the organization known as "The Sisters of Charity of Nazareth." This holy man, of whom Henry Clay said, "He is the best representative of royalty off the throne," from his boyhood loved Jesus in the Blessed Sacrament, and grew up in the shadow of the tabernacle. He was raised to the episcopal see of Bardstown in 1808, and was the first bishop of the West, when there were only six priests for an area of over forty-two thousand square miles. The Catholic Church in Kentucky has been blessed with many edifying sons, but none among them is enshrined more deeply in the hearts of the people than this truly pious servant of God. At this time this part of Kentucky was a wild, beautiful region, sparsely settled, mainly by Catholic families. When the bishop entered into office his first thought was for the education of the young. Not being able to import a teaching order from his beloved birthplace, France, he had no resource but that which he happily adopted, and established that order whose fame has grown with the growth of the state.

Bishop Flaget, himself a tireless worker in the vineyard of his Master, chose as the director of this new community his friend and companion, Rev. John B. David, superior of the newly-created theological seminary at Bardstown. From out the shadows of the past, Father David's character glows with a most beautiful light. He was a man who had received the benediction of hard work. He was incessantly busy, the only hours of recreation he allowed himself outside the necessary amount of sleep, were spent at the organ improvising.

The gentle musician, whose life was in itself a perfect harmony, awakening sweet melodies, is a very sweet remembrance for those who knew and loved him. He had cheerfully offered to accompany Bishop Flaget into his new field of labor, and was at once appointed superior of the new seminary. Here he worked with tireless zeal among the young Levites who had cast their lot in this fertile, though uncultivated portion of the vineyard of the Lord.

In December, 1812, it was these young seminarians who built the little log-cabin, about seven miles from the present magnificent structure, that sheltered the five earnest souls who formed there in that rude, poverty-stricken home the nucleus of what is now a noble organization, the fame of which as an educational and benevolent institution has spread throughout our land.

But in these early days only God, who saw the pioneers of this great work laboring, sewing, reading, spinning, and at the same time receiving instruction, could have had any idea of the wonderful growth and extension with which the small beginnings were to be blessed. We, who at the beginning of this century enjoy all the privileges that civilization can give to make the road to learning a royal one, cannot conceive of the hardships and trials these pioneers of ninety years ago had to suffer.

The success of Nazareth in the beginning was largely due to the very superior mothers they had. There were three in the early history who stand out prominently, a trinity of strength, beauty and devotion. Catherine Spalding, a member of the talented Kentucky family of that name, joined the community in the first month of its existence; and shortly after was elected superiorress for a term of three years, a position she held for eight successive terms. She was the pivot on which the affairs of the growing sisterhood turned for many years. She was a truly remarkable woman. Among the saintly religious of the West, Mother Catherine's name stands pre-eminent. She had the attributes of mind that peculiarly fitted her for leadership—purity of intention and indomitably will. Straightforward in purpose, never vacillating, she had a clear understanding of duty and performed it most faithfully. It is related that when once called to testify in a court over which Henry Clay presided, her testimony was given with such perfect grace, candor and intelligence as to elicit from the great statesman the highest compliments; a proceeding, as we may well suppose, not at all in keeping with her delicacy and modesty, but nevertheless a spontaneous tribute from one great mind to another. At her death, in March, 1858, she was attended by her friend and distant relative, one of Kentucky's glorious sons, Right Rev. Martin J. Spalding. Surely, when her white soul entered into heaven its greeting was, "Well done, thou good and faithful servant."

Mother Frances Gardiner, the second of this wonderful trio, had a talent for administration; but it was not on that account that the hearts of her spiritual children went out to her in love and reverence. It was rather because there was seen in her every word and act an extraordinary love of God. The firmness of her faith and piety, her absolute devotion to our Lord in the Blessed Sacrament, are the traits most remembered and admired. She passed sixty years of her life in the community, for thirty-five of which she was superiorress. She was succeeded in office by the gifted and beautiful Mother Columba, of whom too much cannot be said.

After Mother Catherine Spalding's there is no name so well known to the Catholics of Kentucky as that of Mother Columba Carroll. It was Sister Ellen O'Connell, a most accomplished woman, for many years directress of studies, who trained her intellectual gifts, and Sister Columba Tarleton, a saint of the community, who directed her spiritual growth; and to these two is ascribed the greater part of the development of this rare and pure young soul in the religious life. Their influence was exerted not by words alone, but by the silent force of the example of most saintly lives. Margaret Carroll

was a pupil of Nazareth; graduating at sixteen, she immediately entered the novitiate, and upon Sister Columba's death, took her name, and with it came the spirit of sanctity for which Sister Columba Tarleton is remembered to this day. United in exquisite beauty of soul was an unusual beauty of face and figure, the embodiment of grace and dignity. For thirty-five years she was directress of studies and teacher of the first and second classes. It is impossible to estimate the good this beautiful woman accomplished as a teacher, because a teacher's influence is never ending. In 1862 she was elected superiorress, and for more than ten years ruled with extraordinary tact and zeal. One of the red-letter days of the community was her golden jubilee, on Feb. 22, 1877.

In 1878 her career was closed, but not forever; in the hearts of those she loved she reigns a mother still, with all the charm that clung to her in life. It was meet that such perfection should have been preserved in entire devotion to God, the All-wise, who placed her in this convent school, where her holy influence could have the widest scope.

To these three, Mothers Catherine, Frances and Columba, the community owes much of the sanctification of its members. All three were deeply imbued with the religious spirit, all eminently fitted by nature and grace to adorn their high position. They built the bridge over which the community passed to its present prosperity.

In Kentucky the Sisters of Charity of Nazareth are to be met wherever the needs of humanity call them. From their mother-house at Nazareth have sprung branch houses in various parts of the country. The sisters now conduct 54 schools, 16 academies, 8 orphan asylums and 6 hospitals. The total membership of the community is 700.

Memorizing in Catechism.

"Explanation must always precede memorizing. Learning by heart without previous explanation is at variance with the Christian principle, 'Faith comes by hearing' (Rom. x, 17), and is a misuse of the truths of religion. If things are explained only after the children have learned them by heart, they will pay no attention to the explanation, as they know that at the test it is quite sufficient to know the answer by heart, and memorizing will engage their whole attention. If a truth has been well explained, the learning of it by heart makes little trouble; moreover, what is thus learned remains more firmly fixed in the mind, just as the ground receives the seed more easily when it has been previously worked with the plough. Only in the case of prayers is an exception to be made. It is quite impossible, for instance, to make clear to a little child the meaning of every petition of the Our Father. And yet the child must pray, and likewise know by heart the formulas of prayer. He need not know the meaning of every word and sentence; it is enough for him to know that he is speaking to God. How greatly does the father realize the short speech which his little girl has learned by heart with so much trouble, and which she says at New Year's on the father's feast day, although she pays more attention to the way the words follow than to their meaning, which she probably does not understand at all. It is the same with God. The mother and the catechist, therefore, do not make any mistake when they exercise the child first in the formulas of prayer, which they will explain to him later."—*Bishop Messmer.*

"Let this be well understood: till you have seen your children pray at the catechism; pray really, till the spirit of prayer has descended on them, penetrated them in such a way that they say a prayer which is not only in their book and on their lips, but in their hearts,—you have done nothing yet. It is when they pray, and then only, that the work of God begins to develop in their souls."—*Dupanloup.*

School Management.

The Catholic Notion of Authority in Education

From the French of **Pere L. Laberthonniere.**

(No. 7 Pedagogical Truth Library.—N. Y.)

III.

The Nature and Function of Educative Authority.

(Continued from October issue.)

Let us remember that to be in real or fancied possession of the truth does not give the educator the right to interfere, nor does it justify the means which he employs. If he were to exercise his authority merely in the interest of an abstract doctrine, he would be in danger of losing all reverence for persons; of coming to consider them, as well as himself, to be means for the realizing of an end independent of them; and thus he would treat them as things which might rightly be dominated and formed from without. Whereas what he should wish is, that by his co-operation, they themselves may realize their end. This end does not differ from his own. It is not an abstraction; neither is it an ideal exterior to life. It is the union of minds and wills in a common center of light and love.

Hence—and we hasten to call attention to this—that the educator may take the proper attitude; that, while using his authority, he may devote and sacrifice himself to some purpose; that he may not consider himself in his own person as an end; he must be inspired by a doctrine of life which gives a meaning and value to his way of acting. His action must be a belief put into practice, a conception elaborated and affirmed. He must have or he must acquire the conviction that by origin, as by destiny, he is one with those who are confided to him, and that he cannot, without betraying his trust, separate his destiny from their destiny, either by abandoning them to themselves, or by making use of them for an end external to themselves. In reality he should make them the sole object of his endeavor, and this for their own sakes, never that he may gain something for himself thru them. In order to act thus, he must act by God and thru God, that is to say, in the living Unity which is the common origin and the common end of both himself and his pupil.*

From the individualist point of view no answer can be given when the question is asked, by what right the educator exercises authority. For that exercise must be much more than a right; it is a duty. If it were only a right, the educator might with impunity abstain from exercising it. But the educator who is conscious of his task, who wishes neither to abandon children to themselves, nor to subject them by making them instruments, feels himself, as it were, identified with them in such a way that their ignorance, their

miseries, their faults, weigh upon him as if they were his own and as if he were responsible for them. When he corrects them, it is thru a sense of duty, and not in order to exercise a right. And he suffers with them, as much as if he were being corrected himself, by reason of the punishments he inflicts upon them and the efforts he demands from them. In reality he intervenes in their life as he intervenes in his own, and for the same reason. It is a faith which makes him act, a faith which raises him above himself, above the things of temporal and personal interest. Otherwise there is no true education. And with this faith which makes him act he inspires others, in order to raise them likewise above themselves, to make them rise with him, and with him attain an end which is theirs as well as his own. Therefore sincerity of life is indispensable, for it makes the man and the educator one.

Altho he must always tend toward dispensing with threats and punishments, these will always remain more or less indispensable. Yet when he does make use of them, they will be constraints only in appearance, like the chastisements which we impose upon ourselves. Even while being subjected to them, the child may begin to consent to them. Of himself alone the child would not inflict them; it is precisely for this reason that they must be imposed. But thru them, if the educator is what he should be, a conscience begins to speak to the child—a conscience which at first takes the place of his own, and in so doing awakens and enlightens his. Authority is always authority, and it must always remain firm, in order not to fail in its mission. But it is not a master without heart and affection; neither is it a dry and rigid law, without elasticity or life, an ill-natured categorical imperative. Its firmness is impregnated with pity and goodness. If, in one sense, its intervention is also a violence, it is a violence only for the lower part, for the egotistical instincts. Even those who resist, approve while resisting it. And to all who possess even incipient good will, it ceases to be an enemy and becomes an ally.

Knowing well that it can never take possession inferiorly of those who are unwilling to give themselves up; knowing also that if it took possession of them, it would be confronted, not with persons surrendering themselves willingly, but with things permitting themselves to be taken,—knowing this, it introduces into its most imperious orders a sort of ardent supplication which transforms them into pressing appeals. We no longer see an individual standing against other individuals. We see a soul thru which God passes, a soul which opens itself, which goes out of itself, and which, bearing God with it, goes to vivify other souls. By making itself penetrating thru disinterestedness, authority enters into souls without attacking their autonomy. It ceases to be external and strange. Even while commanding from without, it speaks and acts from within like a grace. It is no longer a will imposing itself on other wills to dominate them: it is a will lending itself to other wills, aiding them to will, and

*It would be easy enough to prove that this doctrine is the same as that contained in the Gospel. Undoubtedly nothing would be more instructive than to show that the very nature of things, as it were, involves Christianity, and that, despite appearances, all the good that is really done, is done by and for Christianity. But we have undertaken here only to give some indications.

willing with them. In a word, the educator's authority is his own living conscience, in which God dwells, and which manifests itself and communicates itself to others by speaking to them at the same time that it speaks to the educator's own soul.

Men repeat constantly that education should develop in children a personal initiative; and again, that to educate a child is to teach him to think, to will, to live by himself. Without doubt this is true; but too little attention is given to the necessary conditions for carrying on education in this sense. Altho very easily advocated, it is less easily practised. It is not a matter of commanding, of directing, of moulding according to our own inclination, and of considering merely our own power and skill. Educational authority is not the mastership exercised on things, on animals, or on slaves. We said just now that it should always tend to inspire confidence by means of respect, so that at last opposition may melt into reciprocal love. But for this it is necessary to regard the child as the germ of a man, a soul, a sacred something which, in virtue of its origin, its nature, and its destiny, demands of us, before all, respect and love.

In consequence, if authority truly fulfils its office; if it really develops personal initiative; if it forms men capable of thinking, of willing, of living their own lives; if it does not substitute itself for them, nor subordinate them to its own ends, nor in any sense rule them in order to make use of them,—in this case it will strengthen men more and more, until finally they can to some extent dispense with it. From all this it is clear that it remains faithful to its mission only when it is *self-sacrificing*. And we must give this word its full meaning, as implying something practically hard and mortifying. Just here is the difficulty in the task of education. It is useless to close our eyes and try not to see this difficulty; it is useless to look for a way to avoid it. If we do not wish to come into collision with it and to wound ourselves uselessly, we must have courage to face it. The teacher has to work not on the pupil, but for the pupil. And he must work with the pupil, too, despite the opposition encountered in the latter. Education is a common work in which both co-operate, and of which each may say that he has the whole responsibility. However indispensable may be the help brought by the teacher to the pupil, what the latter becomes is none the less his own work. The teacher, then, must not only consent, but he must positively will, that the pupil shall be his own master to the fullest possible extent, and that he shall always retain a deep and firm sense of his own personality. Thus only, will the teacher be in a way to obtain that return to which in a sense he has a right. For to merit respect, confidence, and love, it is of the first importance that we make no endeavor to impose them. It is not, as is declared too readily sometimes, an affair of fashioning persons; for this expression may mean that the educator works upon malleable matter which submits to action from without. Neither is it, as is declared equally often, merely an affair of respecting persons in their rights and in their liberty; for at first we deal with merely possible liberties and with rights still unknown. We have to aid persons to become conscious of themselves, of their

duties, of their responsibility. We have to awaken them to intellectual and moral life; in a word, to make them be born. In truth, education is really a bringing forth, a birth.

Now, like birth, it is a work of love; but of deliberate and chosen love, by which we love some one for his own sake and not for ours; of love which is subjected to no necessity, and which attains its end freely and knowingly. It is because educative authority is essentially loving, that it never becomes oppressive. We express the same truth when we say that it should exercise itself only by sacrificing itself.

But in sacrificing itself, not only does it avoid becoming oppressive; it actually becomes liberative; it communicates life. It not only harmonizes with the free initiative of the pupil; it provides him with the help which he needs in order to develop that initiative. And if it is true to say that this is a birth, it is a birth into higher life by the action of a higher life.

Education, then, can be nothing else but a *work of charity*. Without charity there will be an irremediable contradiction. But—and mark it well—we give this word "charity" its full Christian meaning, the meaning given to it by St. Paul. True, an attempt has been made to make it signify something else; some people wish to mean by it a sort of haughty compassion, whereby we render services only to show our own importance or to strengthen our own domination. But this is substituting the shadow for the reality. Charity exists only where there is truly sacrifice of self for the sake of others. And the moment we intervene in the life of others—which is exactly what education supposes—we must love them by forgetting ourselves, unless we wish to act as if we were taking possession of them. On this condition, what we make them do and think, will always be good and true, at least in intention. Even in cases where they are led to improve upon our plan later on, they will not on that account be led to disapprove of the influence to which they have been subjected; for they will still feel that this influence has been liberative in principle.

If the authority of the educator sometimes wears the appearance of a violent force, this is only an appearance. In reality, when it is what it should be, there is always, under its divers forms, a soul giving itself. Authority does not intervene in the life of others to possess them, but, on the contrary, to provide them with the means of taking full possession of themselves. We have, then, a soul nourishing other souls with its own substance, to make them live and grow, to lead them to bestow themselves in their turn upon others and accomplish the true work of human beings.

Inasmuch as education is an influence submitted to, it imposes itself as inevitably as a natural law. We cannot escape the influence of the society into which we are born and in which we live. Whether for good or ill, every one of necessity receives an education. To attempt to save any one from it is only to subject him to it in another way, since even such an attempt involves the placing him in conditions which will help to determine what he is going to become. This is well worthy of attention. The most decided partisan of Protestant or rationalistic individualism cannot deny the truth of it; and upon reflection he will discover that the fact is very embarrassing.

There is no question about the necessity of having recourse to authority. By the very nature of things, whether we wish it or not, authority is exercised in one way or another. When we pretend not to wish for authority, we deceive ourselves while deceiving others. The real question, then, is this: What should authority be like, at what should it aim, and with what spirit should it be animated? That such is really the question appears now, at least, to be perfectly clear.

Hints to Teachers.

Book Stamps and Punctuality

Buttons

The devices, Book Stamps and Punctuality Buttons, are used in the Fulton County schools. The button is given to the child at the beginning of the school month who wears it until absent or tardy, when he forfeits it until the beginning of another month. It does not ornament the clothing: 'tis not worn for ornament but for influence: to influence the sub-consciousness of the child to the end that it will be punctual in any of life's callings. These buttons worn about the home have caused the indifferent parent to become interested in the school, the education of their children.

If a book is well kept a Book Stamp is placed on the inside of the front cover. The better care for books and school property cannot be estimated. Parents approve of the plan readily and regard the teaching of this virtue, as a strong argument for the success of the teacher.

The pupil who is taught to care for books, school apparatus, etc., will acquire a disposition to care for anything that comes into his hands. He will be a surgeon who will take care of surgical instruments: a lawyer who will take care of lawbooks: a farmer who will take care of farm implements, or an artist in any calling who will take care of all articles according to the precepts of early teaching.

Our trustees are employing teachers who can teach arithmetic and history and in addition any of the virtues which will inure to the pupils' happiness in life.

I shall be pleased to answer any inquiries concerning these devices.

W. S. Gibbons, Supt. Fulton County Schools, Rochester, Ind.

"A Bad Book."

I have in my desk, a small memorandum book which I call my "Bad Book" and in which I record all trouble, such as quarrels, the breaking of a window, etc., that comes to my attention. I call the pupil to me and after speaking severely of his misdemeanor and of the disgrace of having his name in this book, I place opposite his name, a detailed account of his trouble.

This book serves me several purposes,—1st. Many quarrels, etc., are prevented, because the boys do not want their names entered. 2nd. I can show to the pupil, a record of his work in the past. 3rd. Parents can be shown the book and their co-operation can often be secured where other plans have failed. Few boys come up the second time.—A. Heber Winder.

In the Upper Grades.

The Bryant school building is situated in the border

land between the very poor and those whose homes have every comfort.

The principal is a woman whose blue eyes have seen much of the world and, seeing, profited.

Last winter there was much need of help in the poorer part of the district so she organized a sort of Dorcas society among the girls of the upper grades.

They met in the first primary room, afternoons, immediately after school.

Buttons, thread, shoe strings and tape had previously been donated by friends; of good cast-off clothing there was an abundance.

During the week each teacher kept a list of needed articles and these, as much as possible, were supplied by the society.

Mittens were made by the wholesale. They were cut from warm woolen goods, with the aid of a pattern.

Simple patches were put on, a skirt lengthened here, or a suit of underclothes altered to fit some particular child. Even the scraps were given out to be used as slate cloths.

A great deal of care was given that the right thing might go to the right place; also that no child's feelings should be hurt in the receiving of the articles.

Of course there was some trouble caused by shiftless people not taking proper care of the clothes after they were given to the children. In one or two cases they were sold or given away.

It required some firmness on the part of the principal before the parents realized that they were to be held responsible. When this was accomplished there was no more trouble, and the teachers had the satisfaction of knowing that the little people were well prepared for the winter.

Once every year—on Bryant's birthday, Nov. 3—a general collection over all the building is taken up.

In this way bushels of apples, potatoes and onions are received; jelly and all kinds of canned fruits are in abundance.

Baskets to the needy in the district are sent out first; the remainder then goes to some charitable institution usually the Children's Home.—Maude Stewart.

For Neatness

In the primary grades, it is a good plan to draw a dustpan upon the board. Tell the pupils that it is for those who do not keep their desks and the floor near them neat and clean. Then, if any one leaves his desk in confusion or scatters papers on the floor, put his name in the dustpan. In the advanced grades, a few general talks on neatness, and a private personal reminder to those in need, will usually be effectual. It should always be understood that if any one makes unnecessary litter about his desk, he must sweep it up. Teachers are often inclined to neglect these things, especially if they do not have to do the janitor work. This ought not to be; nothing spoils the appearance of a room like a litter of dust, pencil scrapings, and torn papers. The principles of good house-keeping are just as necessary in the schoolroom as in the home.—Inez M. McFee.

Language and Reading.

A Talk on Grammar

MARY HALL LEONARD, IN JOURNAL OF EDUCATION.

Case.

There are only seven words in the English language which show any difference between the nominative and the objective case. These are I, we, thou, he, she, they, and who. When we remember that two of these are plurals of another two; that thou has only a limited and archaic use; that he and she may be regarded as gender-forms of the same pronoun; and still further, that the change from I to me, we to us, she to her, is not a true inflection, since it is not made by adding a new suffix to a common root,—we are forced to acknowledge that the inflection of case in English has a very limited extension indeed.

Old English had six cases,—nominative, genitive, dative, vocative, accusative, and “instrumental” (similar to ablative with by or with). These were distinguished by case endings, and the definite article and adjective had also a declension of agreeing case forms. “Case” in those days was something worth talking about in grammar.

All the “relations” that belonged to these cases are still found in English syntax. But the dative and instrumental cases have lost their case endings and become, for the most part, prepositional phrases. The vocative case is now simply the interjection O with the name of a person addressed. Even the accusative case is not distinct in form from the nominative, except in the seven little pronouns aforesaid.

As a result of the changes the grammars have become confused on the subject of case. Some avoid a strict definition of the term, giving statements something like this: “Case denotes the relation which a noun sustains to other words in the sentence; expressed sometimes by its termination, and sometimes by its position.” The number of cases given in different text-books varies all the way from zero to the original six. One grammarian says: “English nouns have only one case; viz., the possessive.” But another writes: “There is no possessive case. We regard it as a false and unnecessary distinction.” That nouns have a possessive form no one would deny, but it conveys simply the idea of ownership rather than of noun relation. It is certainly easier to teach children the meaning and use of the termination, 's, than to teach the idea of case and to justify the term by its application to the possessive.

The relations which a noun can hold must be fully taught. But this is another subject. These relations are many, but since they are not distinguished by differences in form, the attempt to define the case idea in connection with these relations can only lead to

confusion. Because of this fixity of forms one modern grammar gives it as a rule that “A noun used as the object of a verb must be in the nominative case.” Whether or not the statement may be held as true in a somewhat Quixotic sense, it is hard to find in such a grammatical “rule” anything of educative value.

When we come to the personal pronouns, the three grammatical case forms must be taught, as well as the relations which each may hold. Afterwards if the term “possessive case” be applied to the possessive noun-form as well, it will be easily understood by the pupil.

The question whether there can be a “property” of case which does not show itself in the form of the word is too subtle to be discussed abstractly with children. In the sentence, “He gave it to the minister, him with the long white hair,” it will be seen that the case of the appositive pronoun is determined by the objective relation of the preceding noun; yet this can be treated simply as a matter of relationship without ascribing an “objective case” to the noun itself.

To sum up our conclusions: If the element of visible form were wholly lacking, we should not speak of “case” in English. The only cases that the elementary pupil needs to consider are the three case-forms of seven little pronouns, and the possessive form which belongs to nouns. When he is old enough to deal with abstract questions and is familiar with other languages in which case has a somewhat different bearing, he may perhaps profitably discuss the question whether case is (as it has been variously defined) an “inflection,” a “property,” a “relation,” or a “condition”; or whether, as one grammarian has laboriously informed us: “Case is the medium of distinction used to describe by the relation of a name or substitute to other words, the relation of an object or idea to some fact or event, or of one object to another.”

Participles, Participial Nouns and Participial Adjectives

A. F. WATERS.

Some grammarians insist that a Participial Noun will take “the” before it without changing the meaning, others that it must have an adjective or its equivalent modifying it.

But such a test is made of no other noun, and in the general make-up of the participial noun there is nothing to indicate that it may be or that it must be so restricted at all times.

Here are nouns that are not modified, and it would be absurd to attempt placing “the” before them.

He is fond of *drink*.

They revel in *song*.

We delight in *poetry*.

Virtue is the condition of *happiness*.

Spelling and *reading* are necessary studies.

Besides we have sentences from very good authority in which the noun and verb properties of the parti-

principle are so well balanced that the participle takes an object or an adverb and at the same time is preceded by "the." Here are a few of them:

"*The suffering Ireland* to send anything to these colonies is itself a favor."

The submitting to one wrong brings on another.—Longfellow.

There are sentences in which it is impossible to determine whether the word ending in *ing* is a noun or a participle. For example, if in the sentence, "She delights in *singing*," we mean to say that her delight is in the singing of others, it is a noun; but if on the other hand the meaning is, she delights in, or finds enjoyment in, her own act of singing, it is a participle. Whether a word is a noun or a participle frequently depends upon the interpretation placed upon the meaning. If the idea of action is expressed or time is present, it is a participle; otherwise it is not.

The sentences below will show how the verbal properties of the participle in *-ing* fade out, beginning with objective and adverbial adjuncts, and how as these fade out the noun properties begin to grow, until it loses all its verbal nature and takes on the noun use in its entirety:

Speaking a piece in the morning before the guests arrived was quite easy.

His reading a poem surprised us.

Singing is an easy matter.

Painting became her greatest accomplishment.

The reading of cheap novels is much to be deplored.

She at first studied landscape painting.

The best painting is done only by our most skilled artists.

A general action is frequently represented by a noun ending in *-ing*, the present participial form of the verb, because there is no other noun to express it. For example:

He studied spelling.

They enjoy skating.

Grazing is their chief occupation.

He gave up plumbing for other business.

But in not a few cases have we nouns differing in form from the participle to express the general action; thus we do not have to say:

Pupils like analyzing.

Our pupils need time for recreating.

The program did not allow sufficient time for studying.

Children never think they have enough time for playing.

For we have a regular noun form for these concepts, and we can say:

Pupils like analysis.

Our pupils need time for recreation.

The program did not allow time for study.

Children never have enough time for play.—Ohio Educational Monthly.

A Dangerous Plan in Reading

It is thru the Third, Fourth, and Fifth Readers that nearly all the children of our common schools get an insight into literature, and because of this fact, if no

other, should the selections be of the very highest excellence.

There is another danger—that of spreading too much. It is not the great quantity of printed matter rushed over that produces either the good reader or the thoughtful, intelligent reader. With too many teachers, the tendency is to measure progress by the multiplicity of volumes read by a pupil or a class. Such an idea, if pursued, is dangerous, and a habit once contracted on this basis, leads to mental weakness and not to mental power. Light reading has this effect.

The really valuable selections to be read and appreciated, are those masterpieces which grow upon us with every fresh reading. The filling up process is a vicious one. Mental dyspepsia is worse than physical and chemical indigestion of food. Little teaching, little study, fiddle-faddle nonsense—called educating a child—is the accomplishment of national crime, whose enormity words fail me to portray in its true colors. The do-little-policy is sapping all the life out of thousands of our school children today, under the seductive but fallacious title, *New Education*.—Kansas City, Mo., Report.

The Language Text-Book

C. R. SCROGGIE, IN MIDLAND SCHOOLS.

The language text-book is never more than suggestive to the tactful teacher. The child must be interested, if he is to develop the art of expressing himself naturally and forcefully. He will not be interested in things he does not like or understand. Hence, the made-to-order subjects of the text-book cannot always be used for the whole class. But the teacher who knows her pupils can follow the plan of the text, and yet not have them all talk or write on the same subject. Let the subjects be taken from real experiences, from pictures in the other text-books, or better still, from pictures drawn on the blackboard by the pupils themselves. Let some of the lessons be prepared for oral recitation without a written word. Many of us talk more than we ought, and all of us, more than we write. Why, then, should we not cultivate the power to express thoughts in speech, freely, clearly, forcefully? Methods that will improve the child's power in ready and correct speech are natural methods, and will relieve the strain caused by so much written work. At the same time they will tend to modify the stilted, academic style so common among college journalists and young editors, and which is largely the result of so many made-according-to-the-book compositions.

The Spinner.

Twinkle, twinkle, pretty spindle,
Let the white wool drift and dwindle;
Oh! we weave a damask doublet
For my love's coat of steel.
Hark! the timid turning treadle,
Crooning soft old-fashioned ditties
To the low slow murmur
Of the brown round wheel.

—O'Donnell.

Geography and History.

Dates in History and Location in Geography

Only a few dates in history need to be learned exactly, but the relative place in history of many more events should be fixed with reference to these few dates. If the story is remembered one date may be enough to fix the time of all the events as nearly as is needed. What can be remembered only by some artificial mnemonic device is not worth remembering.

A list of presidents or reigning monarchs is often spoken of as being unimportant. This is not so, wherever the people have regarded them as important. Much of the history of England centers about the ruler or the change in dynasty. One who is studying English history should drill himself thoroly on the list of sovereigns, as he comes to them in his reading. The same is true of the Presidents of the United States. There is a special advantage in the latter list, that it goes by terms of four years. This regular rhythm of the political pulse of the nation serves to mark much of its history. Many of the most important political, military, and commercial changes and events of the nation's history are more or less closely connected with the elections and terms of the presidents.

In geography, the method is somewhat similar in regard to the locations of the places. The latitude and longitude of a comparatively few places should be learned well, and other places located approximately with reference to these. The following exercise is valuable and is enjoyed by the pupils: Start on the equator directly south of us and follow it around and back to the starting point, in each direction. Do the same on the other chief circles of latitude, and on the parallel on which we are located. Follow the same exercise with the meridian of Greenwich; continuing on around over the 180th degree; then for each quarter or 90 degrees; then for each eighth or 45 degrees. Also follow the meridian of your own location around the earth. Find our antipodes. In connection with these exercises longitude and time should be studied.

Great Industries, XXIII.

NELLIE MOORE.

Oyster Culture.

The oyster has long been the sea food of prince and peasant, how long is uncertain. The shell heaps of Europe and North America testify to the antiquity of the oyster fisheries. At an early date the Romans imported oysters from Britain and their cultivation by Sergius Orata at Baiae, the favorite watering place of the ancient Romans, is recorded as early as 95 B. C. The Japanese are very successful in the cultivation of oysters and the Chinese are on record as having engaged in that industry for more than 1800 years. Recently the government scientists of the United States have given the matter considerable attention and announce that many thousands of square miles of the bottoms of estuaries and tidal rivers in this country

can be made to yield a crop of oysters as valuable as those of wheat or garden truck from the best land.

The best and largest oysters in the world are grown along the Atlantic coast of the United States, from Massachusetts to Virginia. Nearly one-third of Long Island Sound is reported to be occupied by oyster beds, the product of which is derived from the sowing of seed and regularly harvested, while in the Chesapeake Bay is an oyster-growing area estimated at about 1,000 square miles, which, with proper cultivation, would be worth an average of \$100 an acre annually. Concerning the latter field one authority says:

In the Chesapeake no oyster farming worth mentioning is done. Notwithstanding the fact that the bivalves in that region are becoming steadily more scarce owing to overfishing, so that the species there is actually threatened with extermination, the fishermen who depend upon the industry for their livelihood have steadfastly opposed advanced methods of propagation. They believe that if such are encouraged the oyster grounds, now free to all, would fall into the hands of great capitalists. Perhaps they are correct in this idea, but artificial propagation must come nevertheless, because it is only by such means that the oysters of the Chesapeake can be saved.

The methods of oyster farming adopted in Long Island Sound are as yet considered primitive and must be replaced by more scientific and satisfactory processes. Wonderful results have been obtained recently by experts of the fish commission thru the employment of "rearing cases," as they are called. These cases are large flat boxes, 6 feet long, 4 feet wide and 6 inches deep, with top and bottom of stout wire gauze. They are placed on the bottom in shallow water, being upheld out of the mud by four corner posts and arranged side by side in rows. Into each of these receptacles are put as many young oysters as it will hold, a single one containing perhaps as many as 25,000.

In this way the young oysters are not only kept out of the mud which would smother them but they are thus protected from enemies so that they grow rapidly. Every two weeks the biggest of them are picked out and transferred to fresh cases, thus making room for the growth of those which remain, and this process is continued until the last of them are ready for market.

Such boxes, manufactured wholesale, cost about \$1.50 apiece, to which must be added 50 cents a year for repairs. They render available for oyster culture immense areas which otherwise could not be utilized for the purpose.

It is estimated that a single oyster will, under ordinary conditions, produce 16,000,000 eggs annually, and were it not that both eggs and oysters are destroyed in various ways the ocean would be filled with them in the course of a few generations. Like all shell fish, oysters thrive best in warm waters and are most abundant in quiet shallow estuaries or bays. The American species differs somewhat from the European. The Yankee oyster starts out for himself considerably earlier in life than does his European cousin, before he is hardly a well developed egg. Dangers surround him on every side. Sudden chills threaten his life. A cold rain exterminates thousands of the luckless babes. The little fellow's own mother will heartlessly swallow him if he comes her way, and there are hundreds of fish who will gulp down millions of his kind, without spoiling their appetite for heartier meals. When the perils of his swimming days are over and he prepares to settle down in life, a new menace stares him in the face, for the selection of a bed is a matter of vital im-

portance. The merest drop of slime on the shell he fastens to is sufficient to smother the tiny creature, for he is now thinner than a sheet of paper.

Clean shell surfaces are scarce in the brackish waters of bays and river-mouths, so myriads of infant oysters are smothered in their beds every year. In making up their beds when they are cultivated, old oyster shells are commonly employed as "culch" for baby oysters to grow upon, but best of all for the purpose are the flimsy "jingle" shell, which are gathered in immense quantities every year for planting. Jingle shells are very flimsy and fragile, and as the young oysters develop the jingles go to pieces, the bivalves being thus separated and getting a chance to increase in size without interfering with each other—a great advantage, inasmuch as some hundreds of infant oysters might attach themselves to one old oyster shell and seriously incommoded one another as they grew.

Having attached himself where plenty of lime from dissolving shells is available, the young oyster adds layer after layer to his armor of shell which is his sole protection against the fish who would feast upon his juicy little body.

Indeed the main problem of oyster farming is to provide means of safety for the young mollusks which are trying to get a start in life. In Long Island Sound, where 30,000 acres of beds are under cultivation, some of them as much as eight miles from shore, and at a depth of more than seventy feet, great quantities of shells or broken stone are thrown upon the bottom at the season when the oysters are beginning to spawn. Baby oysters, newly hatched and floating by myriads in the water, attach themselves to the stone and shells, and soon are able to take care of themselves. The accompanying cut shows a pile of about 300,000 bushels of oyster shells ready to put down on the beds.

When the small oysters are about as large as your thumb nail they are sometimes dredged up and sold for "seed" to some farmer who wants to plant them for future use elsewhere. Those who understand their culture say that it takes about five years for an oyster to grow to marketable size, tho the period required varies somewhat with conditions of temperature and food supply.

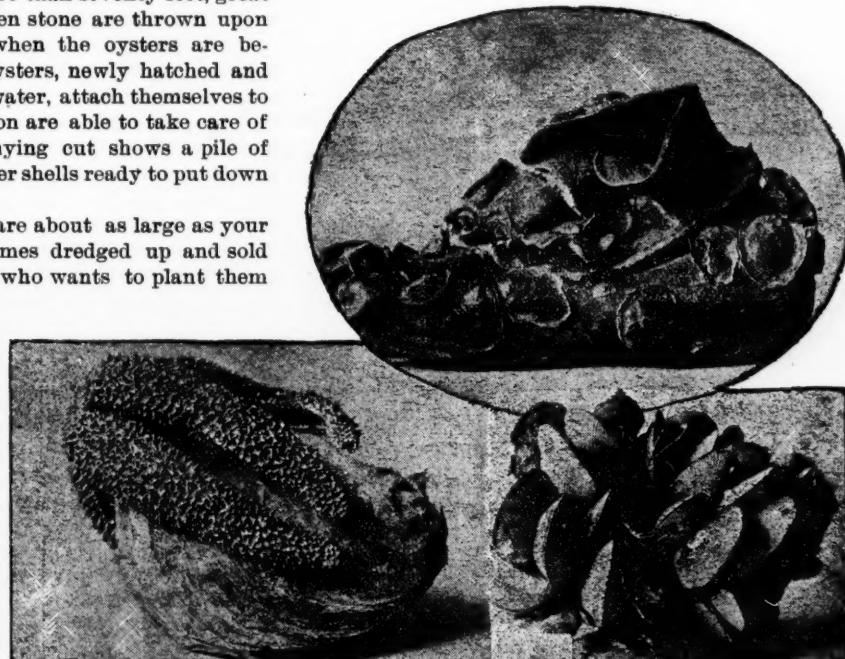
Experts of the United States fish commission have made a special study of the conditions under which oysters grow, and, to illustrate the adaptability of the mollusks, they have gathered a very curious collection of objects. It comprises oysters growing upon a variety of things, such as old boots, shoes, bottles and the rubbish along the ocean bed. One old oysterman exhibits a growth of 125 oysters on a banana stalk five feet long. The accompanying cut shows young oysters growing on a child's shoe.

The numerous enemies of the oyster cause enormous loss to the oyster farmers. It is estimated that in Long Island Sound the starfish alone destroys something like \$1,000,000 worth of the bivalves each year. A starfish is very voracious and devours large numbers of mollusks. Of course oysters and clams close their shells when thus attacked but a steady continuous pull finally opens them. How much muscular force this represents can be surmised by trying to open a live clam's shell with the fingers.

Almost as bad as the starfish is a small whelk which bores thru the oyster's shell, while the large conchs, known as "winkles," kill immense numbers of the valuable mollusks by crushing their shells, eating their flesh afterward. Then there are the sting-rays, which travel in droves and are capable of ruining acres of oyster beds in a single night, smashing the oysters in their mouths. Many oysters are smothered by mussels, which without any hostile intention, crowd upon them and stifle them.

Scientific methods of culture render many of the oyster's foes quite harmless and this is one of the most important reasons for conducting the business of oyster farming on improved principles.

Oyster culture is being extended along the Atlantic and introduced on the California and Oregon coasts. Connecticut is said to lead in oyster bedding; but California is remarkable for her rapid development of



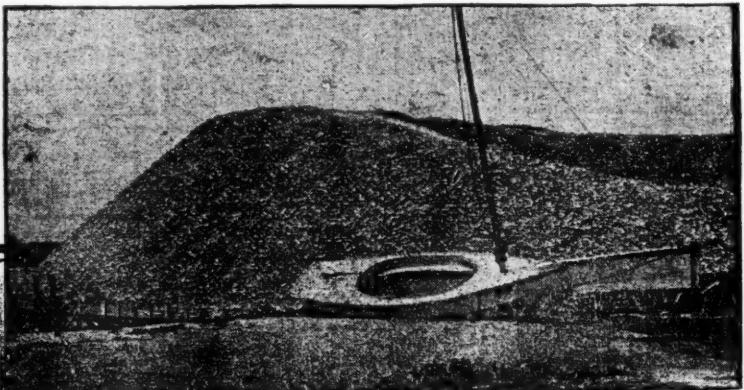
Cut showing young oysters growing on a child's shoe, a star fish attacking an oyster, and mussels smothering an oyster.

the industry, concerning which it is difficult to obtain reliable statistics. Adams's Commercial Geography (D. Appleton & Co.) rates the Chesapeake and Long Island beds as the largest sources of supply, and this country's yield as about five-sixths of the world's oyster product, valuing the annual yield of the United

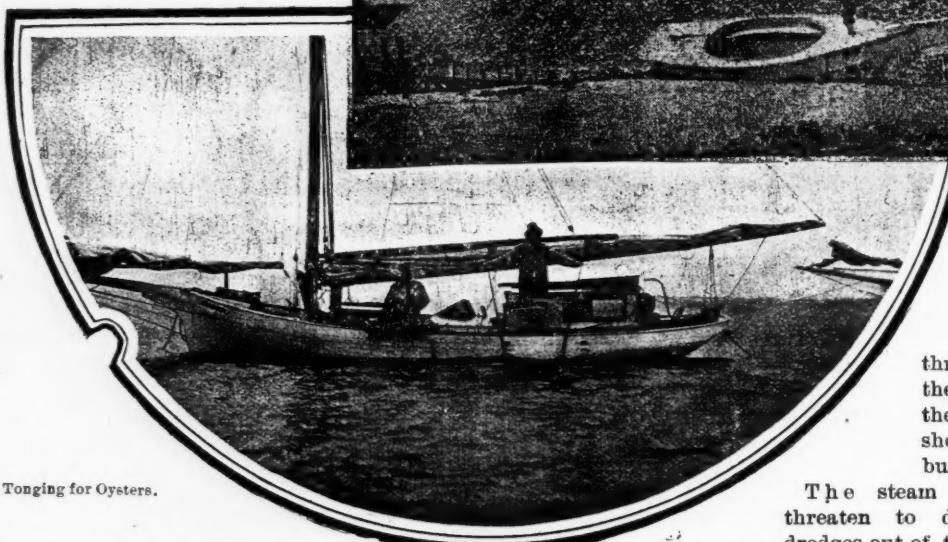
States at \$30,000,000, that of Great Britain at three millions, of France at two, and of other countries at one; the more than twenty years ago New York's wholesale oyster trade was estimated at \$25,000,000 annually, believed to have doubled since then. Great Britain alone is said to buy from the United States 3,000 barrels a week during the season.

Oysters are dredged up from their beds where they lie fattening on the food the tide brings them, or else the finer

day's work for an oyster sloop carrying a crew of two men and a boy. One man is at the tiller, the other works the tongs, the boy culls or sorts the oysters brought up. The men's wages are reported to average



Pile of Oyster Shells Ready for Planting.



Tonging for Oysters.

ones like the blue points are taken with tongs composed of two long poles from ten to twelve feet, varying with the depth of the water, and united at the working end like a pair of scissors, the tongs part being made of tough wire. When the tongs touch the oysters they are opened by a manipulation of the tong poles, as shown in the cut. The tonger then closes the teeth of the tongs upon the bivalves and brings up a peck at a single catch, tho often the most of the catch is empty shells. Ten bushels is considered an average

three dollars a day, the boy's two, and their week's work should produce 80 bushels of oysters.

The steam oyster dredges threaten to drive the hand dredges out of the field. Some of these dredges take in fourteen or fifteen bushels at one haul, and sometimes a steamer will dredge up nearly 1,500 bushels in a single day.

When night comes the oysters are taken back to the "shanty" to be sorted. Here they are shoveled on the floor like so much coal. They are sorted into different baskets according to their size. Much dexterity and quick wittedness are evinced in this branch of the industry. After sorting they are packed in boxes and barrels and shipped off to the city just as they are, for oyster canning has been largely superseded by refrigeration.

NATURE STUDY.

The Pumpkin

The teacher should have a pumpkin to show to the class. If possible, have some of the stem and leaves. If the pupils can be taken to the field to see the complete vine and fruit, it will be still better. Have the first-year pupils mold the pumpkin in clay or cut its form from paper. They should draw the fruit before it is cut, in different positions, then draw a section of it. It would be well to have two pumpkins, to cut one thru the poles and the other at right angles.

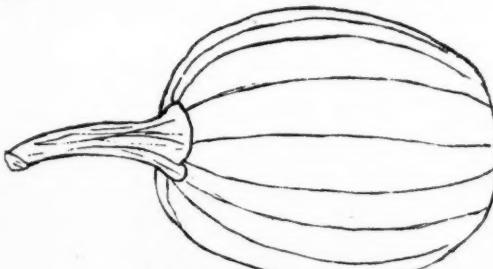
The stem lies on the ground and is from five to twenty feet long, rough with hairy prickles, with few

branches, and with tendrils. The stem is stronger from being hollow. Why would it not be well for the pumpkin to grow on a climbing vine, as the grape, or on a tree, as the apple? Of what use are the tendrils? Of what use are the prickles?

The leaves are large, in the shape of a heart. The flowers are large and yellow.

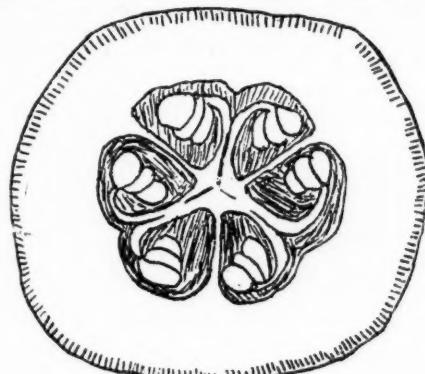
The fruit is almost globe-shaped, sometimes in the form of a cheese or of a tub. The flesh is yellow, sweet, and solid. The cavity is filled with a stringy pulp and seeds. It flowers in July and ripens in October. The rind is tough and deeply furrowed. It is not injured by rain and decays last, thus protect-

ing the fruit and seeds until fully ripe. The largest pumpkins sometimes weigh from forty to sixty pounds.



Common Yellow Field Pumpkin.

The pumpkin belongs to the gourd family, which includes the bottle-gourd and the squash. Melons and cucumbers belong to two families, closely related but different from that of the pumpkin. Botany has the

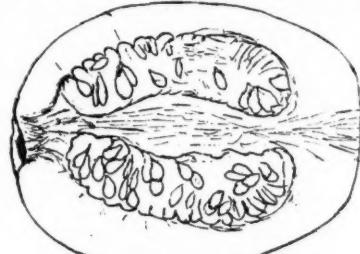


Cross-section of Pumpkin.

name *pepo* for the fruit of all these.

The home of the pumpkin is believed to be America. It has been found growing wild in Mexico.

The cheese-pumpkin and the sugar pumpkin are



Section Thru Axis of Pumpkin.

much used for making the famous New England pumpkin pies. In Europe it is sometimes cooked in a different manner. A hole is cut into it at the stem and the seeds and pulp are taken out. The cavity is then filled with sliced apples, spices, and sugar. The whole pumpkin is baked and brought to the table.

Farmers raise pumpkins to feed to their stock. They are good for cows. They improve the milk both in quantity and quality.

The teacher may tell how a pumpkin was turned into a coach for Cinderella by her fairy godmother, and she may read Whittier's poem on the pumpkin and other selections.

Insects: Transformation

(The illustrations accompanying this article are taken from *Bornet's School Zoology*, published by the American Book Co.)

The grand peculiarity of insects is their metamorphosis, or change of form. Almost every insect undergoes this change, there being commonly three distinct changes of being. In the first stage the insect is a crawling caterpillar or a worm. In its second stage it is wrapped up in a covering prepared for the purpose, and is in a state of sleep. During this sleep great changes are going on. When these are completed it is a winged animal. In its first stage it is called a Larva, this being the Latin word for mask, the idea being that the insect is now not in its true state of character, but is in a masked condition, from which it will after a while come out. When it does so it is called the Imago, or said to be in the imago

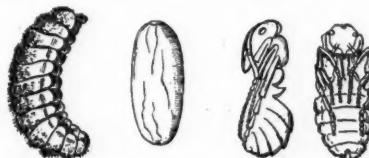


FIG. 105.—LARVA, COCOON, AND PUPA OF RED ANT (MAGNIFIED).
state. The insect is now the image or representative in full of its species. Its sleeping state, the one intermediate between the larva state and the imago state, is a transition one. In this the insect is changing from a crawling to a flying animal. It is now termed a Pupa, the Latin for baby, because it commonly appears somewhat like an infant trussed up with bandages, as has sometimes been the fashion in some nations; it is also called a Chrysalis.

The different larvae of insects have the different names of maggot, grub, and caterpillar, according to their form and appearance. The changes which take place in the pupa state are very great. There is commonly no resemblance between the larva and its imago. In the larva state it was a slow, crawling animal, but in the imago state it is light, perhaps delicate in structure, and is nimble on the wing. The change is as great internally as it is externally. Its stomach even is changed, for its mode of getting a livelihood is different now. There are corresponding changes about the mouth, a coiled tongue perhaps appearing in place of the formidable gnawing apparatus of the larva.

The larva is produced from an egg, and the egg is laid by the perfect insect or imago. When the larva is first hatched it is very small, but it grows with a rapidity always great, in some cases enormous. The maggots of flesh flies are said to increase in weight two hundred times in twenty-four hours. To make such an increase these animals must eat voraciously. With the great multiplication of their number, the amount which a collection of them will sometimes devour is wonderful. Linnaeus calculated that three flesh flies and their immediate progeny would eat up the carcass of



FIG. 66.—COLORADO BEETLE.
EGGS, LARVA, ADULT.

a horse sooner than a lion would do it.

In the imago state the insect eats but little, as it grows little or none ordinarily. The butterfly or moth comes forth from its prison fully grown. The great growth of larvae obliges them to cast their skins repeatedly. The silkworm and other caterpillars cast their skins about four times during their growth.

When the silkworm has its silk factory, which is near its mouth, properly stocked with the gummy pulp from which the silk is to be spun, it seeks a good place where it can have a sort of scaffolding for its cocoon. It first spins some loose floss, attaching it to things around. Next it begins to wind its silk round and round, making a cocoon at length, shaped much like a pigeon's egg, being smaller at one end than the other. It thus gradually shuts itself up in a silken prison. The last of the silk which it spins is the most delicate of all, and it is well glued together, making a very smooth surface next to the silkworm's body. The silken house being constructed, it now prepares itself for its sleep and its change. It sheds its skin now for the fourth and last time, tucking its old



Fig. 104.—American Silkworm Moth, or *Polyphemus*.

clothes, as we may say, very snugly at one end of the cocoon. It then passes into its sleep, and a new and thin skin is formed over it, in which it gradually changes into an animal endowed with wings. At the proper time it works its way out of its prison, unfolds its wings, and flies off, not to eat mulberry leaves, as it did in the larva state, but to sip the honey from the flowers.

Observe the manner of its exit and the arrangements for it. The head is always at the small end of the cocoon, and here the silk is less closely wound and less tightly cemented by the gluey substance. The old clothes are always at the other end, so as not to be in the way. The new coat which was formed as it entered the pupa state is easily torn, and the moth, moistening the cocoon with a fluid from its mouth at the part where it is to escape



Fig. 105.—Larva of Silkworm Moth, or *Polyphemus*.

easily forces its way thru. The opening from which it emerges is very small, and the shape of the animal before it expands its wings is that of a long bundle.

The thread with which the worm makes its cocoon is an unbroken one. It can, therefore, be unwound or reeled off, which is done in obtaining it for manufacture. For this purpose the cocoons are exposed to the heat of an oven in order to kill the pupa in them, and then, by a little soaking in warm water, the glutinous matter which unites the silk is so softened that

the thread can be readily unwound. The length of it varies from six hundred to a thousand feet; and as it is double as spun out by the insect, its real length is nearly two thousand feet. So fine is this double thread, that the silk that comes from one cocoon does not weigh above three and a half grains, and it requires ten thousand cocoons to supply five pounds of silk. The native countries of the silkworm are China and the East Indies; and in ancient times the manufacture of silk was confined to them. So scarce was the article in other countries, even as late as James I.



FIG. 94.—COOCOON OF *POLYPHEMUS*, WRAPPED IN A LEAF.

of England, that this monarch, before his accession to the throne, wore on some public occasion a borrowed pair of silk stockings. But at the present time the culture of the silkworm and the manufacture of silk are so widely diffused; that silk is everywhere, in civilized communities, one of the common articles of dress.

When a pupa is to remain out of doors all winter, some caterpillars construct above ground a cocoon specially adapted to guard against the cold. This is exemplified in the case of one of the largest and most splendid of our American moths—the Cecropia moth. It is found in all the Western States. It has large wings, measuring five to six inches from tip to tip. The scales on them are dusky brown. The borders of the wings are richly variegated, the anterior ones having near their tops a dark spot resembling an eye, and both pairs having kidney-shaped red spots. In this case the caterpillar, or larva, is nearly as beautiful in colors as the perfect insect or imago. It is of a light green color, and has coral-red warts, with short black bristles over its body. It feeds on the leaves of trees till August or September, and then descends to seek for some currant or barberry bush upon which it may build its house for its winter sleep. "Any one," says Professor Jaeger, "who meets with these caterpillars in the above mentioned months may have the pleasure of witnessing their metamorphosis into cocoons, and several months after into an elegant moth, by taking them up very carefully upon leaves and carrying them home, placing them in a spacious box,

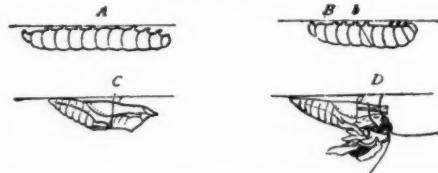
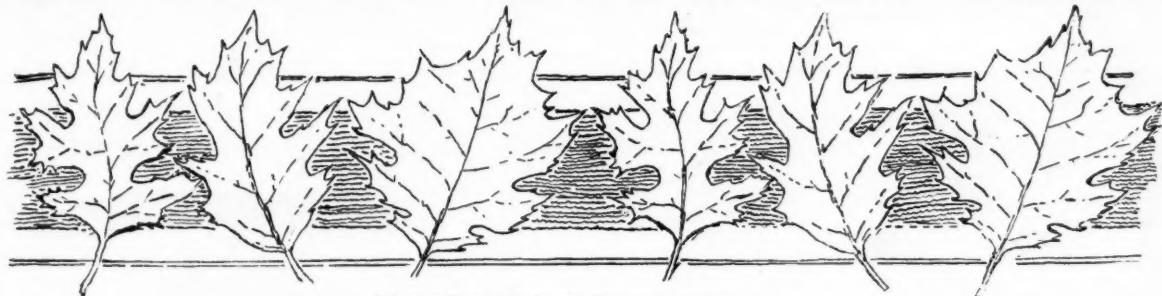


FIG. 99.—A, caterpillar getting ready to change into a chrysalis; B, just ready to shed its skin previous to changing; C, chrysalis; D, butterfly just escaping from chrysalis, the wings just being unfolded.

with a little undisturbed earth at the bottom, and then putting into it some dry brush-wood, about one foot high, and covering the whole with gauze, in order to prevent their escape."

Some insects go thru an imperfect metamorphosis, as the grasshoppers and locusts. They are produced from the eggs without wings, but have been formed gradually while in a state of activity, getting their growth in the imago state.—Worthington Hooker, *Natural History*. In the *Animal World*. D. Appleton & Co., New York.

DRAWING AND CONSTRUCTION WORK.



Oak Leaf Border Design for Blackboard Decoration.

November Drawing

Nature, in autumn, furnishes many beautiful forms for reproduction in drawing exercises. Have pupils bring to school leaves, acorns, walnuts, tomatoes, apples, potatoes, onions, carrots, bananas, etc., for use as models during October and November. Select simpler type forms first. The teacher, after giving some suggestions regarding the

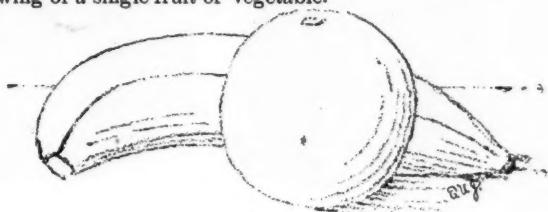
The pupils drawing at their seats should not draw from the object on their own desks, but let each draw from the object on his neighbor's desk to the right or left or in front, as the object on his own desk is too near.

Emilie Jacobs of Philadelphia, gives the following hints about drawing fruits and vegetables:

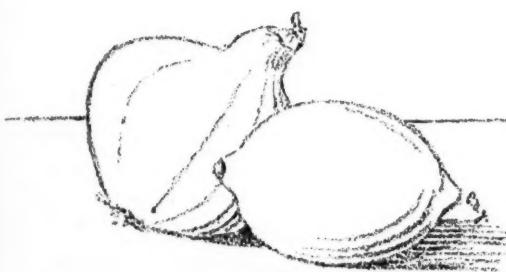
"There are seven leading points to be considered in the drawing of a single fruit or vegetable.



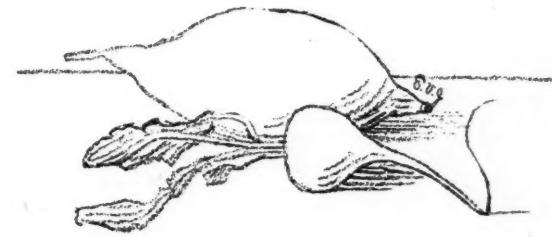
Carrot parallel to the eye.



Banana and orange.



Onion and lemon.

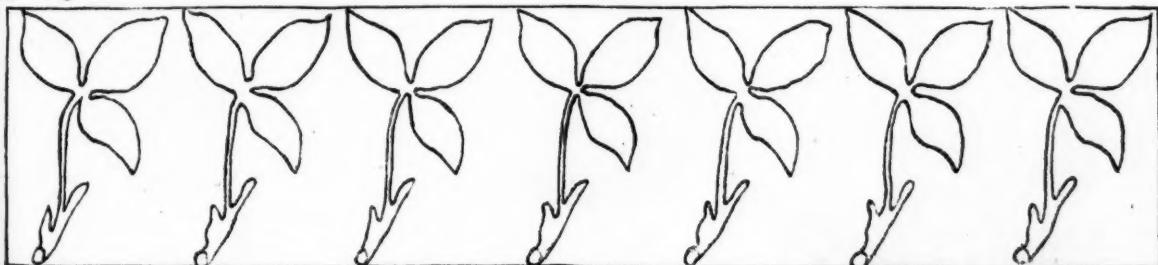


Sweet potato and radish.

Pencil Work

drawing of a particular object, illustrating her hints with a few simple strokes on the blackboard, may require each pupil to draw the object in hand. Some with the object before them on the desk may draw on paper, others may pass to the blackboard, and holding the object in the left hand may draw with the right. The position of the object in the hand should not be changed while the drawing is being made.

- I. Position on the paper.
- II. Size.
- III. Shape.
- IV. Color.
- V. Shading.
- VI. Shelf-line.
- VII. Cast shadow.
- I. Noticing the general shape of the object, let the pu-



Clover Leaf Border Design for Blackboard Decoration.

pupils decide in which position to hold the paper, horizontally or vertically. Emphasize that the object is to be drawn in the middle of the paper.

II. How large is the fruit or vegetable? as the usual tendency is to draw objects too small. Compare it with familiar objects about the room, and let the children show the size with their fingers.

III. Let the pupils watch attentively as you pass your pencil around the outline of the object. Remark about any peculiarities. See how round the orange is every-

points are understood, as the class will lose interest in drawing an apple, for example, four or five times."

Ink Brush Work.

In the lower intermediate grades especially, some of the drawing exercises should be devoted to brush work in reproducing leaves, nuts, fruits, and vegetables in silhouette. Common ink will do, tho drawing ink is better. The brushes used in common water colors will do for this work. These brushes are obtainable from The Thomas Charles Co., Chicago.



Ink Brush Work.

where. Which point of the lemon is largest? Notice the various little "hills" on the potato. Always decide in which direction the fruit or vegetable is longest.

IV. For doing the objects in colors the pupils select the chalk nearest in color to that of the object. Speak of other things having the same color, and name it. Let those selecting wrong colors make comparisons with the object and try to match it by laying the chalk upon it, or by placing object beside pencil marks. After the main color has been massed in, see whether it can be made to better represent the fruit by mixing some other color with the first.

These four points are usually sufficient for a lesson when a class is drawing a fruit or a vegetable for the first time. Do not continue to use the same fruit until all the

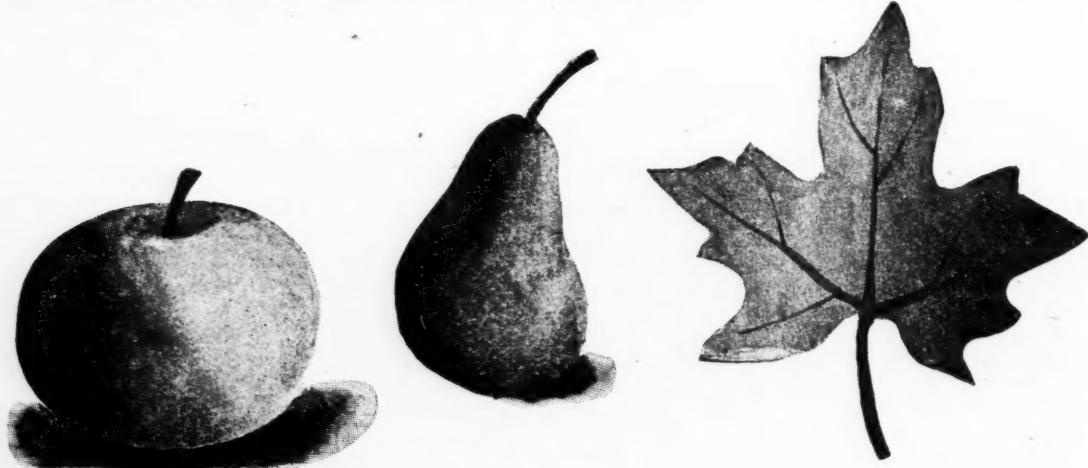


Water Color Drawings.

Every pupil should have a box of water colors obtainable from the aforementioned firm or from Prang Educational Co., Chicago. With brush and water colors pupils take great interest in making brush drawings in colors of the many beautiful forms of fruit and autumn-tinted leaves.

Wash drawings are made by moistening the surface of the drawing with water and then dropping the color on it from the end of a brush, letting it all blend softly together.

Many objects with two colors blended together, like the apple, are made by letting the first and lighter wash dry, then drop in the stronger color from the end of the brush. Dark spots or lines are put on in a second application in the same way.



Water-Color Work.

Corn Husks for Construction Work.

Braiding and Basketry.

Corn husks which are easily obtainable in rural and village schools make an excellent substitute for raffia in braiding, coarse weaving, mat work, and basketry. In gathering the husks the outer husks on the corn ear should be discarded, the inner husks being soft and silky are best adapted to the purpose intended.

Braided mats are a good beginning work. The braids may be coiled and sewed together over and over at the edges of the braids with common cord or with a thread made of the husk.

The braids should be soaked in water before sewing into the construction form whether it be a mat or a basket. The water renders the braid soft and pliable which in drying becomes firm and set in place.

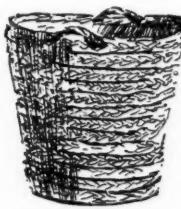
In making a basket the bottom is made precisely as the mat. In making the sides of the basket the braids may, while moist, be wound and stretched around a pail. After drying the braids may be easily adjusted to position for sewing.

In the lowest primary grade the making of corn husk dolls makes an interesting occupation. The following

the legs by wrapping each portion with thread, trimming them off evenly at the feet. Finally, twist the arms once or twice, tie, and trim them off at the hands. The features can be drawn on the face with pen and ink, or may be formed of small thorns from the rosebush. The doll is now complete, minus its costume, which may be of almost any style of material, from the pretty robe of a civilized lady to the more scanty garments of its originator, the Indian. The Indian costume may be provided in full as follows: The war paint and tomahawk are not necessary here, as he is smoking a pipe of peace. His apparel is composed of one garment, which is cut from a broad, soft cornhusk, front and back alike, fringed at the bottom, and a hole for the neck. A narrow strip of husk tied around the waist forms the belt. Small chicken feathers stuck at intervals into a strip of husk makes the fine headdress, and cornsilk hair is fastened on with a thorn. A small twig is used for the stem of the pipe and two rosebush thorns make the bowl. The stem of the pipe is inserted in the hole punched in the face for a mouth."



CORNHUSK MAT



CORNHUSK BASKET

hints regarding this work are culled from American Girls' Handy Book:

"Little Indian girls, to whom store babies are unknown, make the most complete and durable cornhusk dolls, and the following directions tell just how to construct them: Provide yourself with the husks of several large ears of corn, and from among them select the soft white ones which grow closest to the ear. Place the stiff ends of two husks together, fold a long soft husk in a lengthwise strip, and wind it around the ends so placed. Select the softest and widest husk you can find, fold it across the center and place a piece of strong thread thru it, draw it in, tie it securely, place it entirely over the husks you have wound, then bring it down smoothly and tie with thread underneath; this will form the head and neck. To make the arms, divide the husks below the neck in two equal parts, fold together two or more husks and insert them in the division. Hold the arms in place with one hand, while with the other you fold alternately over each shoulder several layers of husks, allowing them to extend down the front and back. When the little form seems plump enough, use your best husks for the topmost layers and wrap the waist with strong thread, tying it securely. Next, divide the husks below the waist and make

Number and Arithmetic.

Second Year Arithmetic, I.

E. E. KENYON WARNER.

The children are supposed to know the contents and all common applications of the first ten numbers. They can take a new number and compare it with any lesser number by means of the following seven questions, *a* representing the new number and *b* the number by which it is to be measured.

<i>b</i> and how many equal <i>a</i> ?	$b+?=a$
<i>b</i> taken how many times equals <i>a</i> ?	$b\times?=a$
<i>a</i> less <i>b</i> equals how many?	$a-b=?$
<i>a</i> contains <i>b</i> how many times?	$a+b=?$
	?
<i>b</i> is what part of <i>a</i> ?	$b=-\text{ of } a$
<i>a</i> is how many more than <i>b</i> ?	$a=? \text{ more than } b$
<i>b</i> is how many less than <i>a</i> ?	$b=? \text{ less than } a$

If the first year's work has given him the use of this table, he is an independent investigator of numbers.

Many facts have been acquired. It is time to tabulate them. This is the pupil's work. The mischief with the tables of addition, etc., in the old time was that the book maker did the work of the student.

As a clew to tabulation, let the pupil adopt the signs he has used in expressing the various relations of numbers. Take the plus sign first and begin with the number one. Add one first to itself and then to the other numbers in their order, exhausting the digits, thus:

$$\begin{aligned}
 1+1 &= \\
 1+2 &= \\
 1+3 &= \text{ etc., etc., to} \\
 1+9 &=
 \end{aligned}$$

The pupil, having made this table, enters it in a blank book to be reserved for the arithmetical tables. Then he takes the number two and prepares on his practice pad the table:

$$\begin{aligned} 2+1 &= 3 \\ 2+2 &= 4 \\ 2+3 &= 5, \text{ etc.} \end{aligned}$$

If this is neatly done, showing facility in managing the new machinery of thought, he may be trusted to enter the third addition table in the book without first making a rough draught. This being accomplished, if the work satisfies the teacher, he may be directed to go on building similar tables until he has made the last one in which numbers are to be added:

$$9+1=10, \text{ etc.}$$

Now the sign signifying "less" is to be used. Beginning again with one, the pupil writes:

$$\begin{aligned} 1-1 &= 0 \\ 2-1 &= 1 \\ 3-1 &= 2, \text{ etc.} \end{aligned}$$

After making a rough draught of one or two of the "less" tables, and copying them in his blank book, he will probably show neatness and facility enough to be permitted to enter the first draught in the book. In this way, he completes the minus tables, the last one of which ends with $18-9=9$.

In making these addition and subtraction tables, he has traveled far beyond the number limits of the first year, helping himself, when necessary, with counters.

The multiplication sign comes next. This time, the pupil takes the sign and the number one, and, without further direction from the teacher, experiments until he finds the new tract upon which his thought is to turn:

$$\begin{aligned} 1 \times 1 &= 1 \\ 1 \times 2 &= 2 \\ 1 \times 3 &= 3, \text{ etc.} \end{aligned}$$

He gets so far, consults the teacher, finds he is right, and goes ahead. He enters his first table and may ask permission to enter the second at first hand, feeling confident that he "knows the ropes." But the multiplication tables increase in difficulty much more rapidly than those in addition and subtraction. The teacher knows this, so she advises him to proceed slowly and directs him to bring his work to her for frequent oversight.

He soon finds himself getting into deep water. Meeting the limit of his previous grade at $2 \times 5=10$, he easily passes it, and by use of counters later on, proudly reaches and notes $2 \times 9=18$. The teacher smiles upon his success, but very likely the writing is not quite so neat as in previous tables. It would be a pity to spoil so pretty a series of exercises; so, at the teacher's suggestion, the pupil decides to make draughts of these experimental tables on his pad first and seek the teacher's ratification before entering them. He goes to work with zest upon the table of three, realizing that he has entered a new line of investigation of much greater reach than the old. To try his wings alone in the broader atmosphere is an exhilaration to him. The joy of growth is his, secured to him by two successive teachers whose aim it

has been to make themselves unnecessary to him.

$$\begin{aligned} 3 \times 1 &= 3 \\ 3 \times 2 &= 6 \\ 3 \times 3 &= 9 \end{aligned}$$

So much from the past year's number field. Now he boldly treads beyond it on his own sure feet. $3 \times 4=12$. That is easy. $3 \times 5=?$ That is, of course, three more. Sixteen? No, fifteen. So far, so good. He is pretty sure he is right, but the counters are at hand; he tests his guess. Three taken six times? He hits on a plan. He ranges threes in a row until he has nine of them. Then he counts, "Six threes make eighteen; seven threes make twenty-one," etc. His table is quickly finished and he hastens confidently to the teacher's desk.

Again she pronounces the work correct, but with a smile she hides it from him while she challenges him with, "Now tell me what you have here." He repeats the tables successfully, tho the last numbers cost him some thought. "I don't believe you will find the next one so easy to remember," says the teacher, and the boy goes to his seat to enter the table just finished. With permission to go immediately to work upon the next table, he might slight his work as copyist in his haste to follow the more seductive lead. But he knows that another lesson must intervene.

The table of fours is built and memorized during his first leisure moments if he is a real live boy—such a boy as good teaching produces. And, from this time on, the teacher's task is to hold him to strict account in the tame work of copying.

Beginning Mensuration

[Lesson given some time ago by Mr. Charles E. Rosenthal, assistant in a New York City Grammar School and reported by himself in New York School Journal.]

Before taking up the subject of areas I thought it would not be impertinent for me to make a few general remarks respecting errors frequently made by pupils in the fourth grade. One very common error is "The area equals the length multiplied by the width." This is essentially wrong. A pupil readily perceives the obvious ridiculousness when the teacher asks him whether one lead pencil multiplied by another will give him a square lead pencil?

After I adopted the plan detailed below I never permitted a boy to make use of the expression quoted above; for, considered from a logical standpoint, his conclusions were inconsequential, and it never afforded him a thorough comprehension of the unit of measure. I always sought to impress upon his mind that the product must be of the same denomination as the multiplicand.

The first thing I did when the subject of surfaces was discussed was to ascertain if each boy knew what a surface was. Then I proceeded to surface measure, asking various questions and requesting different boys to go to the board and draw square inches, square

feet, and square yards, with a view to fixing permanently in the pupils' minds what a square inch, a square foot, or square yard, etc., was. After that was comprehended I had papers 4×2 inches distributed. I took up my paper and requested the boys to follow my directions:

Hold your papers lengthwise; fold them so that the long edges meet. Now fold them so that the short edges meet. Fold them again until the short edges meet the opposite fold. Crease and open them.

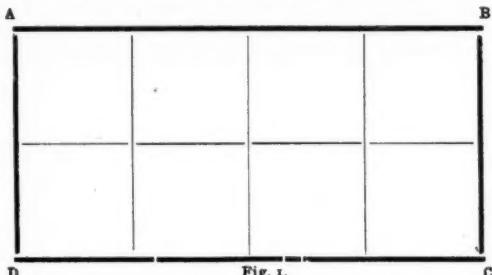


Fig. 1.

How many squares have you on your paper, Jackson? "I have eight squares."

How long is each square? "Each square is one inch long."

How wide? "One inch wide."

Then what kind of an inch is each square? "It is a square inch." How many such square inches have you? "I have eight square inches."

How many times is a little square (tearing off a square inch and holding it up) like this contained in the surface of your paper? "It is contained in the surface eight times." What was the unit of measure in this case? "The unit of measure was a square inch."

Then the number of times the unit of measure (in this case a square inch) is contained in the entire surface, gives us the *area* of the surface.

What is the area of the surface of your paper, Jordan? "The area is eight square inches."

Make boys keep eternally in mind that they find area, not of objects, but of the surfaces of those objects. If teachers adhere to this point they will always keep alive the fact that the unit of measure is a square.

Boys, look at your papers again. How many square inches have you in one row, William? "I have four square inches in one row."

How many rows on your paper? "Two rows."

If you have four square inches in one row how many square inches will you have in two rows? "I shall have eight square inches in two rows."

Suppose I had a paper seven inches long and one inch wide how many square inches could you draw on it, Milman? "I could draw seven square inches."

How many rows of square inches would you have, "I should have one row."

How many square inches in this one row? "Seven square inches."

If the paper were seven inches long and two inches wide how many rows of square inches would you have, Bosky? "I should have two rows."

How many square inches in one row? "Seven square inches in one row."

In two rows? "Fourteen square inches."

If the paper were three inches wide how many rows would you have, Leitz? "I should have three rows."

How many square inches in three rows? "There would be twenty-one square inches in three rows."

If I had a paper twenty inches long and seven inches wide how many rows of square inches could I draw on it, McCready? "You could draw on it seven rows."

How many squares in one row? "Seven square inches in one row."

What would be the area of the surface of that paper? "Its area would be 140 square inches."

What are we to learn from all these problems—that the width gives us what, always? "The width gives us always the number of rows."

And the length? "The length gives us the number of square inches in one row."

Suppose I have a board 8×6 feet. What would be the unit of measure if I desired to find the area of its surface, Cohen? "The unit of measure would be a square foot."

How wide is the board? "The board is six feet wide."

How many rows of square feet in its surface? "Six rows."

How many square feet in one row? "Eight square feet in one row."

What is the area of its surface? "Forty-eight square feet."

I then gave some problems with yards, rods, etc., to bring out the different units of measure.

Teachers need not be deterred from adopting this plan because of the presence of fractions in problems.

By the same process of questioning, answers can be elicited (and if necessary proved by actually cutting out on paper) which will remove any doubts entertained respecting their comprehension of the subject matter.

On a subsequent day I had papers, rulers, and lead pencils distributed. I requested every boy to draw on his paper a square containing four inches and a four-inch square. The boys were then required to cut both out and fold each in accordance with my instructions. I need not here detail the method of folding.

The smaller square was folded and creased so that four square inches could be seen; and the larger one

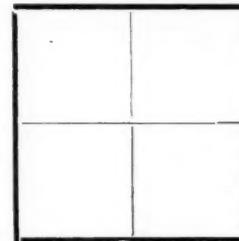


Fig. 2.

was folded and creased so that sixteen square inches could be seen and counted. The following diagrams will show how many square inches in each.

We shall now compare the two surfaces. How many square inches in the surface of the smaller square, Kretan? "Four square inches."

How many square inches in the surface of the four-inch square? "Sixteen square inches."

What is the difference in area between the two sur-

faces? "The four-square inch contains twelve square inches more."

What do I mean when I say I have a piece of paper four inches square, Davidson? "You mean a piece of paper four inches long and four inches wide."

I have here a piece of paper five inches long and five inches wide (holding it up before the class). What kind of a figure do you see, Frank? "I see a square."

How many square inches is it? "It is five inches square."

What is its area? "Its area is twenty-five square inches."

Whenever I speak of an object as being so many inches square what kind of a figure must you immediately think of, Prelhoitz? "I must think of a square."

When I say to the class this paper is five inches square what do I mean, Jacobs? "You mean a five-inch square."

And its area would be what? "Twenty-five square inches."

I have here (holding it up) a piece of paper seven inches square, what is the area of its surface, Abrahams? "Its area is forty-nine square inches."

What is the difference in area between the surface of two papers, one containing eight square inches and the other being eight inches square, Yohalem? "The difference is fifty-two square inches."

In favor of which? "In favor of the eight-inch square."

I then gave problems for finding the difference between five feet square and five square feet, eight yards square and eight square yards, etc.

To assure myself of the comprehension by every boy of the points dwelt on, I required each and every boy to bring in the next day two papers, one to contain nine square inches and the other to be nine inches square. The returns were highly satisfactory.

I happened to be in possession of several varieties of tiles, some four inches square, others 3x2 inches, and others again two inches square. I was then prepared to proceed to problems for finding the number of tiles required to cover half floors.

Teach, I pray you, to your pupils, the love of truth. Extol before them its beauty. Obtain that they make consecration of themselves before its shrine. Teach them that their souls are noble and grand only when no clouds of error hover over them, only when truth in its plenary objectivity be so fully reproduced in their minds that those minds be transfigured in the beauty of truth, and be themselves truth. And teach them that the truth which is in their minds must be the adornment of their lips, when those lips part in speech; the adornment of their pen, when the pen moves in writing; teach them that the lie spoken or written is more baleful yet and more inglorious than the lie ensconced in the mind, for from the lips or pen it goes out to darken and pervert the minds of others.—Rt. Rev. Bishop Ireland.

A man may be brimful, running over with facts and information of every kind, and still be a fool. A man is educated who is so trained in his perceptive faculties, in his analytical powers, trained in all his abilities of one kind and another that, put him down in the midst of difficult surroundings, he will be able to see where he is, able to understand what the occasion calls for, and be able to master his conditions instead of being overwhelmed by them.—Minot J. Savage, D. D.

Music.

Parochial School Hymns

I. **O, Blest For E'er the Mother,**
And Virgin full of grace,
Who bore our God, our brother,
The Savior of our race.

Chorus:—Sweet Jesus, low before Thee,
We bend in fear and love,
O grant we may adore Thee
In Thy bright realms above.

II. **Pure as the light of heaven,**
In meekness nearest Thee,
'Tis Thou hast Mary given,
Our guide, our friend to be.

Chorus:—Sweet Mother, tears are falling,
From hearts that love thy Son;
Then hear thy children calling
On thee, and bless thy own.

I. **How Pure, How Frail and White**
The snow-drops shine,
Gather a garland bright,
For Mary's shrine.

Chorus:—Hail Mary, Hail Mary, Queen of Heaven,
Let us repeat,
And place our snow-drop wreath,
Here at her feet.

II. **For on this blessed day**
She knelt at prayer,
When lo! before her shone
An angel fair.

Chorus:—Hail Mary, etc.

III. **Hail Mary, many a heart**
Broken with grief,
In that angelic prayer,
Has found relief.

Chorus:—Hail Mary, etc.

I. **Holy Mary, Mother Mild!**
O, sweet, sweet Mother!
Hear, O hear thy feeble child,
O, sweet, sweet mother.

Chorus:—O, exult ye Cherubim!
And rejoice ye Seraphim,
Praise her, praise her!
O, praise our spotless Mother.

II. **Toss'd on life's tempestuous sea,**
O, sweet, sweet Mother,
Cast thy tender eyes on me,
O, sweet, sweet Mother.

Chorus:—O, exult ye, etc.

III. **Brightest in the courts above!**
O, sweet, sweet Mother,
Joy of Angels! Queen of Love!
O, sweet, sweet Mother.

Chorus:—O, exult ye, etc.



The Institute.

Lecture By Rev. Dr. Pace On Brain Impressions.

(CORRESPONDENCE FROM CATHOLIC INSTITUTE OF PEDAGOGY.)

WE will here consider the elementary processes of mind and sensation. Taking up first that of sensation, the visual plan will be considered from different points of view.

To begin with in the central process—that of impressions of any of our organs—the question is, what becomes of the impression? Our actions are particularly determined by our brain development or conformation. The line of sight penetrates a certain area of the brain. Does that mean that the cortex receives it, or does all the brain? Is the cortex the first sensator? Here are two theories not yet determined as to cerebral localization: one says each particular sensation has a particular portion of the brain to receive it; the other is that the entire brain cortex receives it and then distributes it. It is generally acknowledged that the portion of the brain between the frontal and occipital area receives impulses which take the shape of movements; also that occipital areas are the visual senses, and that a portion of our brain governs sound and controls speech.

In a theory of strict subdivision one portion of the brain is localized for the eye, the feet, the hands, and so forth. But a precise examination weakens this theory. The first determinate examinations made were on the lower animals. Dogs were used, and under electric stimulation of the brain, different portions of the dog's body were moved to action, according as each different area of the brain was stimulated. Thus, it has been determined, in a way, that special brain areas communicated certain movements to the dog's body. But again, closer examination does not clearly confirm this. As to experiments with the human brain, similar results were observed as in the case of the dog. Take the case of aphasia, or loss of speech. An autopsy of the brain shows that there has been some injury, however slight, but location has always been difficult to effect, because the power of speech seems to be distributed, occasionally, among different portions of the brain.

Probably the safest view as to local cerebralization is that the apparent nerve is always stimulated; say from the visual to the occipital region, but the associate fibres of the brain may spread it from one area to another. There are also differences produced between feeble and powerful impulses of the brain. The entire cortex would respond under powerful impulses. The gray brain matter is the most important and largest of the brain substance, and the cortex contains most of it. It is clear that a stimulus must be sent from the receiving point to the brain. We do not clearly feel in our brain a reception of impressions; it comes all in a flash. Thus, the destruction of a nerve, say the eye, proves this; for if the eye is destroyed no sensation of the brain is produced.

This leads up to what becomes of the sensation. The first possibility is that each sensation maintains its individual character. Looking at a colored chart, where all the colors are distinctly separate, the eye immediately transmits to the brain its distinct color. Our sensation of a color does not mingle and lose its identity in indistinct mingling. Each is distinct. The first result is

the preservation of each individual character. This presentation is clearer, the more particular attention is paid to an exhibition. The brain centre is like a telephone exchange. Communications come in from all outside points, and, generally, one or two calls get the first attention, and the others are left for a while. Thus, if told to look at a colored letter placard, what would happen? We pick out one special letter and would also recognize the others. We would remember the others, but give preference to that special letter, thus getting our preferred attention. We see distinctly what comes directly to the retina of the eye. We see other things, but not so clearly—more vaguely. The fate of each brain impression is determined by the attention we give, that is, as to priority. Others indistinctly perceived are not lost, but are registered in the brain for later attention. Another point is the vividness of sensation. The more vivid it is, the more attention it receives. All mind impressions are not registered equally clearly. The attention of the mind may be voluntary or involuntary. The analysis of our own sensations, when we sit down and think them over, proves that we can direct our will and focus each detail; that's voluntary impression.

The second possibility is that when impressions are made simultaneously or necessarily close together on the same brain organ, they blend or fuse. There is no fixed sensation, especially in the auditory section of the brain. For example, striking a chord on the piano; we perceive the unison and don't segregate each note that produces the chord. All the notes are fused; between the sense organ and the brain they become one. Another instance, Take a stick of wood that has a small spark at the end of it, and turn it rapidly before the eye, and a brain impression is received of one continuous ring of fire; yet it is only one individual point which revolves. Our visual and touch senses receive impressions longer than the auditory sense. Take, for example, the rapidity of motion of moving pictures; the impression on the eye is a solid impression. Now, there is another point to be considered, and that is the more rapid rate of travel of light than that of sound. For example, the flash of lightning is seen from a distance much sooner than the sound of the thunder is heard. The impression on the retina of the eye lasts longer than the actual time of reception.

The third possibility is that sensations sent to the same or different organs without fusing, still cohere to a certain extent, but that is not to say that brain effects cohere, or tend to cohere. In a large way an illustration may be given, as when we see two persons daily together. This leaves a visual impression. On meeting them separately, we recall the other. This is the association of an idea, not a fusion, but a linking together. The repetition of sections of the alphabet recalls each letter in sequence through the registration of the entire alphabet on the brain. We associate physical appearance with the voice, and we can recall the image of a face and the tones of a voice. Take the photograph of a friend. It gives us a visual life-size image, and recalls his voice. Latent impressions are thus revived by the association of ideas. The association of different impressions, either through some one sense, or through several, brings this about. The brain does not act like a sensitive photograph plate. It does not reproduce an image as a photograph is reproduced. This leads to the matter of the reproduction or recollection by the brain of impressions supposedly lost for years. And this, again, leads to the question of memory, which is the very foundation of managing the product of our brain.

Our Sacred Hymn Charts

Are having a big sale. We are offering them at little more than the cost of the cardboard used. The charts seem to fill a long-felt want. Every school needs some form of hymnal. These are the cheapest and most practical.

CATHOLIC SCHOOL JOURNAL, Milwaukee, Wis.

The Pope as a Poet.

"THE Poems, Charades and Inscriptions of Pope Leo XIII," including the revised compositions of his early life in chronological order, with English translation and notes, by Rev. Hugh T. Henry, of St. Charles' seminary, Overbrook, Pa., have been brought out in beautiful style by the Dolphin Press, of New York and Philadelphia.

Those who know the Pope, statesman and scholar, as he is reflected in his marvelous encyclicals, should know the poet, too, if they would truly gauge the great man whom God has given to His Church in these days of storm and stress.

The reading public's first knowledge of the poetical attainments of Leo XIII. was brought by Andrew Lang's translation of the "Epistola ad Fabrismum," which was cabled to The New York World in 1897. Three years later Mr. Lang also translated the ode to "The Opening Century," and William Hayes Ward, editor of The Independent, moved by his admiration for the remarkable intellectual powers of the nonagenarian Pontiff, wrote a scholarly and spirited translation of the same ode. In fact, this particular poem has found a host of translators and has appeared in many languages.

But even as far back as the year 1822, the Pope had been writing Latin verses, which included in their scope odes, charades, heroic hymns, familiar epigrams to his friends, quatrains and inscriptions. Among the earliest of the songs is one written in 1830, which is strongly suggestive in its spirit of Milton's sonnet on his own blindness. The Pope is writing of his own sickness, which brought him face to face with the formidable shape of death; but, like Browning in "Prospice," he carries a brave front and a triumphant spirit:

"Haggard and wan my face, and laboring
is my breath;
Languid I walk the way to dusty death.
Why shall I cheat my heart, and years a
plenty crave
When Atropos compels the dreader
grave?
Rather my soul will speak: 'O death,
where is thy sting?
With gladness I await thy triumphing!
The passing shows of life shall not dis-
turb my peace,
Who long to taste the joy that cannot
cease.
Happy the exile's feet to press the father-
land;
Happily the storm-tossed bark to gain
the strand!"

Like Spenser, the Pope has written an "epithalamium"—a song in celebration of the nuptials of a young Italian pair whose hearts were fused in love; and the fact that the great Pontiff was in his seventy-third year when the song was written, is abundant evidence, if any were needed, to show the open-hearted tenderness of Leo XIII.:

"Two hearts—twin altars—claim
A single love-lit flame;
You ask me whence it came.

Kindred in heart and soul—
Love silent on them stole
And gained complete control!

What more? I end my lay.
Heaven's choicest gifts to pray
On this, their wedding day!"

The ode "On Frugality and Long Life," first translated for English readers by Mr. Lang, will doubtless be regarded by many critics as the most characteristic and interesting piece of work in the volume. It partakes of the simple and wholesome life that the distinguished Pope is known to lead, and it has also a certain humorous and happy sense, as will be seen in the following lines:

"Seek neatness first: although the board
be spare,
Be every dish and napkin bright and fair;
And be thy vintage purest of the pure
To warm the heart and prove a pleasant
lure
That shall both friends and wholesome
mirth insure.
Be frugal here, however; nor decline
To put a frequent water to your wine,
O, crystal drops that heaven from ocean
lifts
To shower on earth the best of nature's
gifts!

Next have the beakers foaming to the
brim
With milk no thrifty maid hath dared to
skim.
No draft than this more wholesome shall
assuage
The thirst of childhood or declining age,
Be thy fresh eggs the talk of all the
town—
Hard boiled or soft, or fried to savory
brown,
Or poached, or dropped, or sipped raw
from the shell.
Or done in ways too numerous to tell.

And last, delicious fragrance of the east!
With cups of steaming Mocha close the
feast;
But taste the amber with a lingering lip—
No hasty draft! 'twas made for gods to
sip!
Now, if you diet thus, why, I'll engage,
You've found the secret of a green old
age."

The Pope's poem on the art of photography is too well known to quote here. Also the ode at the opening of the twentieth century, done into English by several non-Catholic authors, among them Andrew Lang and Dr. William Hayes Ward, editor of The Independent, and by Catholics not a few, Francis Thompson in England, Very Rev. William Byrne, D.D., V.G., of Boston, and Rev. J. F. Quirk, S.J.; Rev. Thomas J. Campbell, S.J., and Rev. P. J. Cormican, S.J., among the rest.

Here are a few stanzas from Father Henry's spirited translation of the "Ode:"

"O Godless laws, count up your gains:
What truth remains?
A shrineless justice, lo! it stands
On shifting sands!"

Hark ye the new hierophant
Of science, chant
His song to Nature's soulless clod
As to a god!

And yet man's birthright from on high
He will deny,
And search to find a single root
For Man and Brute.

There are poetical paraphrases of certain Psalms, poems in honor of Leo's sainted predecessors in the see of Perugia, hymns to the Blessed Vir-

gin, including a group of poems of rare beauty on the rosary; graceful poetic compliments to favored friends, poems inspired by incidents of his own life, or by family bereavements. His poem on the death of his brother Joseph Cardinal Peccei takes the form of a greeting from the departed to himself, exhorting him to new labors for the faith and sorrow for his sins. His response is touching in its humility:

Yea, while the spirit rules these weary
limbs,
Shall I, with sighs heaved from my in-
most heart,
And bitter tears, strive to undo my guilt;
But thou, secure and blest with heavenly
light,
Look on me bowed with years, broken with
cares;
And from thy sky behold thy brother here,
So long oppressed with tempest, ah! so
long
Wearied with storm and stress and bat-
tling waves!

The book illustrates many phases of the Pope's life, his inner feelings as a priest and Pontiff, his versatile fancy and his technical mastery of a variety of metrical forms. It is interesting to note that the translator, observing the immemorial rule of Vatican etiquette, sent his volume unbound that it might be officially bound in white vellum and stamped with the papal coat of arms before presentation. In this respect he was more familiar with papal etiquette than President Roosevelt, who sent His Holiness his complete works bound in the highest art of American bookbinders. To comply at least in form with the time-honored custom, the Vatican authorities had the President's volumes inclosed in a case of white vellum stamped with the papal arms, and thus presented to the Pontiff.

Elsewhere appears the advertisement of the World's Only Sanitary Dustless Floor Brush, a twentieth century article of great value and utility in every school house. Though patented less than a year ago, the brush has experienced a remarkable sale and is now in extensive use among the public schools of the country, business houses and residences everywhere. Such Catholic institutions as have already become acquainted with the brush have found it a great improvement over ordinary brooms, and a practically indispensable aid to cleanliness and sanitation in the schools. The Milwaukee Dustless Brush Co., 122 124 Sycamore St., Milwaukee, Wis., are manufacturers of the brush and will gladly send one to any address on approval.

Teachers and school superiors should insist that all text books be covered. It is a matter of economy and hygiene that is well worth time and attention at the beginning of the year. The cost of a good leatherette, water-proof cover is exceedingly small compared with its value as a preserver of books. The Holden Book Cover Co., of Springfield, Mass., has the best cover on the market.

Current Affairs--Church and School News.

A Brief Summary for Busy Teachers.

Elections were held in nearly all the states of the Union on Nov. 4, the results being generally favorable to the Republicans, wherever there had been any doubt. The Democrats, however, gained a few congressmen, and are disposed to be satisfied that the responsibility of power continues with the dominant party at this time. Their hope is that the Republicans will get themselves into a "hole" either on the trusts, the tariff, or some other issue, and thus better the prospects of the Democracy in the presidential campaign of 1904. Probably the chief center of interest was in New York, where there were Republican gains in the country and a Democratic landslide in the city, resulting in a small plurality for Odell. The state's congressional delegation will contain twelve Republicans and seventeen Democrats. The present delegation numbers twenty-two Republicans and twelve Democrats. In Iowa, Speaker Henderson's successor, P. D. Birdsall, was elected by 5,000 plurality. In Colorado, a Republican governor and two congressmen were elected. In Nebraska, there will be three new Republican congressmen. The Pennsylvania contest against Quayism failed by about 135,000 votes. In Massachusetts, a Republican governor was elected. A notable feature there was the election of three Socialists to the lower house of the state legislature. John C. Chase, Socialist nominee for governor, received 34,000 votes, a gain of three hundred per cent. over last year, being about eight per cent. of all the votes cast. In Ohio, the Republican majority is phenomenally large. The result in Wisconsin was a most decisive victory for the reform element of the Republican party, represented by Governor La Follette, over the Democrats and corporation influences of the Republican party. That the fifty-eighth Congress will be Republican in both branches is certain. It will have 386 members, of which 207 will be Republicans, and 179 Democrats. The Republican majority of twenty in the Senate will probably not diminish much, if any.

If the federal constitution is a rock which nothing can change, then the state constitutions might be compared to the sands which are constantly shifting. California, Colorado, Illinois, Kansas, Louisiana, Minnesota, Mississippi, New Hampshire, Missouri, Nebraska, Pennsylvania, South Dakota, Texas, West Virginia and Wisconsin—15 states out of 45—voted last week on proposed constitutional amendments covering all sorts of reforms, including single tax, election of senators by

popular vote, prohibition of railroad passes, etc.

The coal strike commission, of which Bishop Spalding is a member, have been engaged nearly two weeks inquiring into actual conditions in the mining districts, as a preparation for taking up the matter in dispute. A recess has been taken until Nov. 14, when the commission will meet and decide where to begin taking testimony. First, the Scranton-Wilkesbarre region was examined; then Lehigh Valley mines, and finally the Reading district. The members of the commission stopped and talked with many miners and got their ideas. They also visited some of the typical miners' houses, to see how these people live. Most of the miners refused to work Oct. 29, which was celebrated by them as "Mitchell Day," that being the anniversary of the settlement of last year's strike. Production of coal is now going on at a nearly normal rate.

* * *

Assistant Secretary of the Treasury Vanderlip has recently returned from a trip to Europe, where he met some of the world's most famous financiers, and, at a meeting of the Wilmington Chamber of Commerce, he presented the result of his observations. He says that European financiers note that the rapid increase of exports from this country came to a halt two years ago, while the imports in the last four years have increased fifty per cent.—an increase of three hundred millions of dollars. In spite of the tremendous balance of trade in favor of this country, we do not seem to have any unusual control of international credits, but are, as a matter of fact, a considerable debtor in the world's exchanges. In spite of a bountiful harvest, there is no movement of gold to this country, as would be expected, but on the contrary, there is fear lest a high rate of sterling should lead to gold exports. There is an increase in the bank deposits of four billions of dollars in four years, but there has been no corresponding increase in legal tender and specie holdings. The increase has been largely due to the increase of corporate securities issued by the industrials, rather than to any increase of actual wealth. Mr. Vanderlip does not want to create any alarm, but he considers that there are elements of serious danger in the present situation.

* * *

Whatever depressing accounts other people may give of the future of the Cuban republic, it seems that President Palma is optimistic enough. His message to the Cuban Congress, which re-convened on Monday last, is proof

of this. The message takes a bright look at the future. "Our relations with the United States," the message says, "are especially cordial; proof of this is found in the negotiations for a commercial treaty on a basis of mutual concessions. The state of the treasury is extremely encouraging. The balance on hand is \$1,561,942. This condition gives reason to hope that by the honest administration of the public revenue, there will be sufficient funds left to give important encouragement to agricultural pursuits in all the provinces of the island."

* * *

The feeling that trades-unionism is opposed to the preservation of law and order in time of strikes has been intensified by a most sinister development of trades-union hostility to the militia. A few days ago, the local trades assembly, of Schenectady, N. Y., voted to expel all members who refused to resign from the National Guard, and now John Mulholland, president of the International Association of Allied Metal Mechanics, is reported as recommending similar action to local unions throughout the country. The Illinois State Federation of Labor, at its recent convention, declared that membership in military organizations is a violation of labor-union obligations, and requested union men to withdraw from the militia, the president of the federation proclaiming that the militia is a menace not only to the unions, but to all workers everywhere. The press generally is denouncing this movement.

* * *

The complete annual report of the commissioner of immigration has been issued. It shows that the total number of immigrants who came to this country last year was 648,743. This number has never been exceeded except in 1881 and 1882. Italy sent the largest number—178,000. Austria came next with 172,000 and then Russia with 107,000. From all these countries the immigration is increasing. Ireland on the contrary showed a decrease. About 5,000 applicants were sent back to their home countries, on account of being paupers, having loathsome diseases, etc.

* * *

History shows that civilization brings diseases and vices which are fatal to native populations. This is being illustrated in Alaska. Capt. Newt of the whaling steamer *Jeanette*, which just arrived at San Francisco from the north, says:

"At least 25 per cent. of the natives along the arctic coast have died from measles. They are dying off like rabbits and there seems to be nothing to check the death rate. When the natives

began to wear civilized man's clothing and drink whisky, then began their decline. Diseases unheard of attacked them, and, not knowing how to care for themselves, the people died rapidly. Pneumonia, rheumatism, grip and every conceivable malady made their appearance among them and spread along the coast with appalling results."

Some time ago the courts decided that the naturalization laws do not cover natives of China, and that Chinese can not become citizens of the United States. The question of whether Japanese are also barred has not been raised until recently. A case has now been decided by the supreme court of the State of Washington which virtually holds that the privilege of naturalization is not extended to any of the Asiatic races. The revised statutes provide that the privilege of the naturalization laws shall extend to "aliens being free white persons, and to aliens of African nativity and African descent." As Japanese do not come within any of these classes, the court holds that they are ineligible to citizenship.

Attorney-General Knox has formally submitted an opinion to President Roosevelt to the effect that the title of the French Company to which the United States has offered \$40,000,000 for its property in the Panama Canal,

has a good legal title. The opinion gives the history of the concessions made by Colombia and covers about 300 pages.

The Samoan controversy between Germany and the United States and Great Britain, which grew out of the concerted action of Rear Admiral Kautz, of the United States Navy, and Captain Sturdy, of the British Navy, in leading a combined American and British force at Apia, on April 1, 1899 for the purpose of making a reconnaissance and breaking up Mataafa's supporters, who were in rebellion against the recognized government, has ended, King Oscar, of Sweden and Norway, the arbitrator, having recided the dispute in favor of Germany.

An official telegram from Berbera, British Somaliland, on the Gulf of Aden, states that Colonel Swayne and his force of 3,000 men who were defeated by the Mad Mullah in the desert, have reached Bohotleh in safety, and that the enemy has apparently abandoned the pursuit. This news has caused general rejoicing in England, but as Bohotleh is 210 miles in the interior and the Mad Mullah has from 30,000 to 40,000 followers, armed with American and German rifles, a relief expedition will be sent to bring Colonel Swayne to the coast. England un-

doubtedly thought that the tribes of Arabs along the Upper Nile and in East Africa were settled for all time when Lord Kitchener had "smashed the Mahdi" and recovered the tomb of General Gordon in the ruins of Khartum.

The sultan of Morocco has issued a decree expelling all Europeans from Fez, one of his three capitals, and forbidding all foreigners to enter the city hereafter. Fez is a place of about 140,000 inhabitants and virtually a mediaeval city, so well has modern progress been opposed. The Moors ask nothing of the present age, and are content to live as they have always lived. Many schemes have been started by enterprising foreigners for opening up this picturesque region and civilizing it, and it is to head these off that the sultan has issued his recent decree.

The question is still in dispute whether China is to pay the Boxer indemnity in silver or in gold. Being on a silver basis herself she holds that the payment calls for silver, while the powers argue that necessarily gold was meant. If China has to pay in gold, thus more than doubling her expected loss, it will be the ruin of the country, some say. The first instalment, due last July, was expected provisionally in silver. The next instalment will be due

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Jan. 1. Minister Wu at Washington has been trying to get the powers to refer the matter to the arbitration court at The Hague. The United States has agreed to this but there is no likelihood that the other nations interested will accept the risk of having the decision go against them.

* * *

The question of the hour in English politics is the Educational bill. Sir John Gorst defends the Government plan for settling the education problem. In a symposium on the subject, several well-known public men discuss the question from all possible points of view. It is of interest to American Catholics because the principle of the right of schools which insist upon religious education to a share of the public funds is the chief bone of contention among English parties.

* * *

Leaders of the Irish Nationalists expect to secure the passage of a compulsory act under which the landlords will be bought out by the tenants. By this plan the British government will advance by system of credits and yearly installments the tremendous sum of \$500,000,000 as the purchase price for the tenants.

* * *

Church and School Notes.

Advices from Rome state that an American citizen, the Very Rev. Pius Rudolf Mayer, was elected general of the Carmelite Order at a convention of its heads held in that city on Oct. 14. It is believed that his choice as General of the Carmelites is only preliminary to his elevation to the Cardinalate, as the "Calced" or shod—in contradistinction to the barefooted—branch of that order have for some time been without a representative in the College of Cardinals. The election of Father Mayer will make the Carmelites third of the big orders who have former Americans as their chiefs in Rome. Father Rudolph Mayer, formerly of Marquette college, Milwaukee, Wis., is the director of all the English-speaking Jesuits, and Father John Baudinelli, long known here as rector of St. Michael's monastery, West Hoboken, N. J., is the assistant to the General of the Passionist Order.

* * *

Sister Superior Agnes, who for several years has been at the head of the academy of St. Mary's of the Lake, a boarding school at Lakewood, N. J., died Oct. 21, after a long illness. Sister Agnes was shot by John Lawlor, who was employed at the academy, last

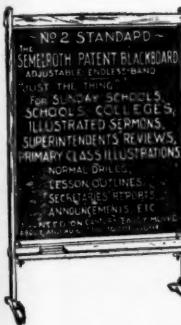
November. Lawlor, at the time of the shooting, as a result of intemperate habits had just been discharged from his position as janitor of the academy. After going on another protracted spree he called at the academy and asked for Sister Agnes, saying he wanted to bid her good-bye. While the unsuspecting Sister was talking to him he shot her in the breast. He was arrested, tried and sentenced to two years in the Trenton prison, and is now serving his sentence.

* * *

The Academy of the Sacred Heart, New York City, a day school which for the past twenty years has been conducted in the two buildings at the northeasterly corner of Fifty-fourth street and Madison avenue, has lately acquired the adjoining building, No. 537 Madison avenue, in order to accommodate the increasing number of pupils, of whom there are now more than one hundred.

* * *

The Catholic college, Villanova, near Philadelphia, has received a valuable gift from former President Grover Cleveland. It consists of 200 volumes which will make an important addition to an already excellent library. It indicates the President's appreciation of the honor lately conferred upon him



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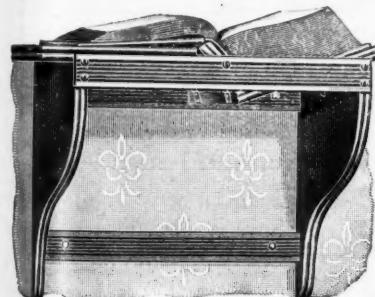
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Villanova. At the last commencement he received from the institution the degree of doctor of jurisprudence. The collection of volumes that he has now given to the college is on a variety of subjects and admirably chosen to meet the needs of the students.

Rev. Hugh T. Henry, of Philadelphia, the president of the Catholic High school, said recently that when he sent to Rome a copy of his recently issued translation of the Pope's poems the volume went unbound. "In the

Pontifical library," Dr. Henry explained, "the books have a uniform binding—white vellum and gold, stamped with the Papal arms. These are the Pecci arms, and they consist of a strip of green earth, a tree, a strip of blue sky and one star shining. The motto is 'Lumen in Coelo' (Light in Heaven). When President Roosevelt sent a full set of his books to the Pope he knew nothing of the uniform white vellum binding, and the volumes were brave with tree calf and tooling and the finest skill of the American binder. On their arrival in Rome it was feared that all those fine covers would have to be torn off, but a compromise was hit on. The American bindings were left intact, and over them, like an outer cover, the Papal bindings of vellum and gold were set."

ton November 20th, and will assume his office on that date. There will be no formal ceremony to mark his assumption of the new position.

* * *

Archbishop Riordan, of San Francisco, Cal., who attended the trial of the Pious Fund case before the International Arbitration Court at the Hague, is now in Rome, and was received in special audience by Pope Leo XIII. The Archbishop marvelled at the Pope's intimate knowledge of the case, both in its historical and legal aspects. The same comprehensive grasp of a subject was noted in the case of the Manitoba school question four years ago, by an ecclesiastic from that province, who undertook to give His Holiness some points, and found him already at least as well informed as the speaker himself.

* * *

Msgr. Falconio, who has been the Papal representative in Canada for the last three years, has received a cablegram from Rome officially advising him of his appointment as Apostolic Delegate to the United States to succeed Msgr. Martinelli at Washington. The appointment had been announced through the press at various times for more than a month back, but the cablegram was the first official intimation to Msgr. Falconio of the honor conferred upon him. He will arrive at Wash-

* * *

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somest and best equipped in the diocese, is already well under way and it is anticipated that it will be ready for occupancy when the fall term of next year opens.

* * *

Mother Beatrice, superior of the Carmelite Convent, in Boston, who came to Philadelphia several months ago to found the new Convent of the Carmelite Nuns, on Poplar street, has returned to Boston. She was accompanied by two young women of this city to act as escort. With the departure of Mother Beatrice, Sister Gertrude becomes prioress. Before she entered the Convent Sister Gertrude was Miss McMaster, of New York, where her father was a well-known Catholic newspaper editor.

* * *

The combination church and school at the corner of Fleet street and Raus avenue, Cleveland, Ohio, the corner stone of which was laid on Oct. 12, will be constructed of light pressed brick and will follow a plan similar to St. Thomas Aquinas' combination church and school. It will consist of three stories, the first on open auditorium to be used for chapel; the second to be divided into school rooms; and the third to be used for an assembly hall. As the parish grows, a new church will be built and the entire building now under construction will be utilized for

school purposes. The new structure will cost about \$25,000. Rev. F. J. Hroch, formerly of Port Clinton, has been appointed pastor of this new parish, which is under the patronage of St. John Nepomucene.

* * *

During his travels through France last summer Master Harry Acosta, of the Loyola school, New York City, placed a banneret at the shrine of Our Lady of Lourdes in the name of the faculty and pupils of the Loyola school. The banneret is made of crimson and gold silk, the colors of the school, and fringed with gold. On the front are the words: "The Loyola School, New York City, U. S. A." On the back runs the legend: "Placed here by Master Henry Joseph Acosta in the name of the faculty and students, 1902." Two small silk American flags hang from the top of the banner to prove that the Loyola boys unite piety and patriotism.

* * *

Mr. Thomas F. Ryan, who has given \$250,000 for a new cathedral at Rich-

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mond, Va., has contributed generously to religious, charitable and educational institutions in that state. Four years ago he built a school in Roanoke and two years later caused one to be constructed in Richmond.

* * *

At the convention of the German Catholic Staatsverband held in New

York City, recently, resolutions were also adopted regarding the parochial schools in the United States, stating that the Catholics in this country have spent millions of dollars for building and maintaining parochial schools in the belief that the only true education can be obtained in the schools, which develop not only the faculties of the

mind, but also of the soul. In addition to supporting their own schools, Catholics are compelled to pay taxes to support schools from which their children derive no benefits. As a culminating resolution it was declared that "a fair share of the taxes paid for schools should be allotted to the Catholic parochial schools, so that the burden upon the Catholic citizen would be less weighty."

* * *

The Sisters of the Holy Ghost enjoy the distinction of being the only Catholic Sisterhood of purely American origin. It was founded in 1890 by the late Archbishop Hennessy; who consulted Cardinal Gibbons and Pope Leo concerning the wisdom of the enterprise. As the Holy Ghost is the patron of wisdom and knowledge, he selected that name for the Sisterhood.

* * *

An exchange says: "Undoubtedly it is but right that the subscribers of a Catholic paper should patronize its advertisers. Everything being right as to price and quality of goods. When merchants advertise in a Catholic paper, it shows most conclusively that they are desirous of the patronage of its subscribers. And the thinking subscriber is sure to understand that he can always do a little better with the merchant who seeks his trade through the columns of his own religious medium.

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UPON THE ALTAR.
GUARDIAN ANGEL.
HAIL HOLY JOSEPH, HAIL!
HEART OF JESUS, PURH AND HOLY.
MARY, DEAREST MOTHER.
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